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ABSTRACT

This guide for teachers of Spanish outlines course objectives and general educational goals. Contents include information on (1) philosophy and long-range goals, (2) student recruitment, (3) program counseling, (4) English in the classroom, (5) grammar, (6) articulation, (7) independent study, (8) grouping for student-centered work, (9) reading in the second-year class, (10) suggestions for out-of-class activities, (11) rapport building, (12) use of electronic classrooms, (13) evaluation of student performance, (14) some "do's" and "don'ts" in testing, (15) suggestions on how to use a film, (16) accountability and foreign language teaching, (17) progressive development of the four skills, (18) flow chart of Spanish courses, (19) suggested content for quarter courses, (20) materials, resources, and equipment for each Spanish classroom and department, (21) teaching methods for use with "Entender y Hablar" and "En las Americas", (22) specific course outlines, and (23) cultural education. Appendixes contain suggestions for resource materials. (RL)

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ATLANTA PUBLIC SCHOOLS

SPANISH GUIDE

Revised

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Foreword

Guides have become a requirement in the field of education. Some would say "a necessary evil" as they spend afternoons and workshop hours putting them together. Yet few teachers would deny their value in moments of crisis:

> Student to teacher: "Do we have to repeat so much?" Can't we just read it in the book?"
>
> New teacher to colleague: "Can you orient me to what you are trying to do in the department?"
>
> Teacher to another teacher: "What is a good way to present . . ?"
>
> Parent to principal: "Why is it that my son hasn't even opened his Spanish book in class these first weeks of school?"
>
> Superintendent to coordinator: "We already have installed one lab in that school. Is it so necessary that we purchase another?"
>
> Public to school board: "Will our children be able to progress when they have transferred from another school?"

These are real questions to be answered. Through our guide we have joined together in force to offer the best solutions we can through united thinking. We have attempted to foresee the needs of our students, not just for those initial weeks, but for a sequential program of learning, articulated from quarter to quarter and geared to allow for individual interest and development along the continuum.

This guide means a great deal to the ones of us who have worked on it, trying to include basic objectives, helpful methods, and resources, but in this final form it will be as dead as a stone Confederate monument if all of us leave it on the pedestal, an historic volume to look upon with pride without applying its principles.

Perhaps the question we should ask ourselves is this: "Shall we utilize this guide for what it is worth and be ready to offer even better ideas which we glean from experience between now and the next revision time?" Such an approach would benefit us all. Indeed we cannot consider these guidelines as "the way to teach Spanish". They represent a general orientation to our task; but we expect to improve as much as our students through repetition, recombination and free expression!

Spanish Curriculum Guide
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Foreign Language Teaching in Atlanta

A. Philosophy and Long-Range Goals

The study of foreign language has a vital contribution to make in the education of today's youth. The long-range goals of foreign language teaching in Atlanta are as follows:

To enable the student:

1. to comprehend aurally new arrangements of familiar material when spoken at normal tempo and with normal intonation and rhythm.
2. to reorganize familiar vocabulary and grammatical forms and to apply them to new situations using pronunciation and intonation in a manner acceptable to a native speaker.
3. to read for direct comprehension without constant recourse to a bilingual vocabulary list.
4. to express his ideas in writing without conscious reference to English.
5. to apply spontaneously the language skills he has learned to new situations.
6. to understand the nature of language and that there are certain relationships between English and the foreign language.
7. to appreciate the foreign culture for its own merits rather than from the standpoint of Anglo-American culture.
8. To recognize the universality of human experience.
9. to gain cultural and aesthetic insights for individual growth.
10. to evaluate our country's relationships with Spanish-speaking nations and to consider our mutual inter-dependence.

B. Who Should Study a Foreign Language?

1. The opportunity to study a foreign language should be open to all students. Goals should be broad enough to allow students of differing abilities and interests to move toward their potential in this area. With such scope available, then all students can sincerely be encouraged to gain the profit and enjoyment from learning another language regardless of their vocational aspirations; moveover, unlike the college bound student, the terminal student may never have the chance for such an experience again.

2. Any student can be attracted to the foreign language curriculum when it is understood that evaluation will focus on individual effort toward reasonable aims rather than on some simple, teacher established standard of achievement.

3. Every student can achieve some degree of success in foreign language study. The fact that he has learned to understand and speak English is a definite empirical indication. We teachers may need to emphasize positively the progress made, reminding students that their mother tongue was not mastered overnight! Opportunities to use what has been learned will provide a growing sense of accomplishment for each individual as well as motivation to continue learning. Since "success breeds success," we shall need to show approval and pride in what has been learned rather than permit students to become frustrated an defeated by all they still have not mastered.

C. How Long Should a Language Be Studied

1. Length of study seems to be the chief determiner of competency in foreign language learning. Therefore, all students should be encouraged to take a longer sequence in one foreign language instead of dividing their time between two. Those with FLES experience should be counseled to continue the same foreign language in secondary school to reap greater gains from the early beginning.

2. The high school department's first objective should be to provide a minimum of four sequential years of study in at least one foreign language.

D. The Place of English in the Foreign Language Classroom

1. If the language objectives listed are accepted as valid goals, then it must follow that most of the instruction be in the foreign language. As little English as possible will be used in the beginning courses, and, as a general rule, none in the advanced courses.

2. Clarity and efficiency may at times require the use of English, especially for test instructions. English would undoubtedly be needed in discussions related to the nature of language learning; these brief sessions would probably be completed in the opening weeks of Level I and could be arranged for the end of periods so as not to break into the "cultural island" being established in the class. Although the presentation of cultural information in the foreign language is preferable, when possible, a realistic decision must be made in this regard.

E. The Place of Grammar in Foreign Language Teaching

The objectives listed previously call for the ability to communicate in the language rather than the acquisition of knowledge about the language. Grammatical generalizations are thought of as a means to an end rather than as being important in and of themselves. Accordingly, a pupil's progress in the language must be evaluated in accordance with his ability to understand, speak, read, and write it rather than by his ability to talk about its structure in English. A rule of thumb would be this "Teach only that grammar which is necessary; do not assume that everything is."

Articulation

Our foreign language professional bulletins constantly stress the importance of sequential study, recommending strongly a full four-year program in the secondary school, extension downward into seventh and eighth grades as soon as feasible, and initiation of FLES to take advantage of the young child's flexible speech organs and adeptness at minicry. Then on top of this follows the admonition that the total language program must be well articulated! Most of our journals stop there to leave us teachers with the problems of development and coordination.

We have made significant progress in the Atlanta City System in the area of lengthening the foreign language sequence. Various high schools already have a four-year program with some fifth and sixth-year study available to students who began learning language in lower grades. It is hoped that such offerings can be increased to provide Atlanta children with the greatest advantages possible. While this growth continues, however, all teachers need to tackle the very practical issues of articulation in order to assure the benefits that long sequence programming can provide.

The blanket statement "Take the student from where he is" may sound like an over-simplification of the articulation problem; nevertheless, that procedure is precisely what each teacher must attempt to follow. The same circumstance applies even to first-year pupils. Regardless of what grade the beginning point may be, no group of students is homogeous as to abilities, interests, or motivation! The teacher, then, cannot outline a single course of study to which students will fit; the tailoring must be in the other direction: the course needs to be fashioned to fit the students.

How is such possible with very heterogeneous grouping? The program is even more complicated by the long sequence which brings together young people in varying stages of linguistic development. Perhaps the major saving grace is for the teacher to recognize before he imitates his efforts that he will obviously have no more equalized group at the end of the quarter than at the start. In fact, if he has succeeded in reaching a common plateau, then indeed he has failed because to do so, he would definitely have pressed some children beyond their limit or would have slowed progress for others! Again, we need to remind ourselves that these conditions hold true in first-year classes as well as third or fourth year.

The necessary undertaking is to individualize the learning process as much as possible. What does that procedure involve? It means finding different approaches to certain aspects of lessons and allowing added time to try these with some students while others move into broader usage of what they learned faster. It means letting those who have caught on to some facets of the lesson help classmates in groups while you assist others in solving their difficulties or advancing their endeavors. It means evaluating on basic objectives and at the same time allowing those who are ready to do so to extend themselves into levels of work which some students will not even attempt during the quarter. It means providing many open-ended experiences, where performance is possible for all, but, not expecting all to reach the same depth.

Impossible? Not at all! Class practice promptly shows who can do what and when. We teachers are quick to diagnose; we need thereafter to take a few horizontal steps before we ask for another move in the vertical direction. Learning a language is not a straight-line operation anyway. The time to use what has been learned is more significant than cramming in the next tense, structure, or vocabulary, regardless of ability to absorb more.

Such a system provides articulation: this is articulation of the program for the student. As he moves to the next level, his teacher can help by passing along notations of what he can presently accomplish in language usage and what he has attempted instead of a single grade average. Intra-departmental discussion can be advantageous in orienting for another year's study. The student himself should be aware of his progress in accomplishing objectives and encouraged to assist the next teacher in quickly adapting to his needs. Why not? Whose business is it if it is not his own! This individual responsibility for learning is exactly what we want to develop.

Independent Study

Independent study programs lasting a quarter or more may be arranged for a student who finds himself unable to schedule one of the regular courses. Although it would be preferable if at all possible to have the student participating with others in the normal sequence, rather than cause him to have a gap in his language study when he would like to continue, the teacher and student might arrange a special program that would allow maintenance of language contact plus use of skills in a profitable way.

Interest, aptitudes, and achievement level of the student as well as the particular situation existing in the school need to be considered carefully by teacher and student to arrive at a plan for independent study. Agreement upon objectives for the quarter will be essential; these aims should be stated precisely in writing, more or less like a contract, so that the student will know what is expected, how progress checks will be made, and what form final evaluation of his endeavors will take.

Attention in the planning should be given especially to activities that would provide opportunities to maintain and to improve listening and speaking skills. The student should not be closeted in some nook with books, paper, and pencil. Although portions of his time may necessarily require individual effort in this manner he should have built into the course occasions for interaction with other young people and with the teacher.

Several proposals for independent study which offer potential in all language skills are listed here for consideration. These may arouse interest or stimulate development of even more ideas on the part of both teacher and student for a valuable independent study program:

1. Peer tutoring for students from less advanced classes in the school.
2. Serving as group leader and teachers aide for more individualized activities in a less advanced class.
3. Assisting a FLES teacher and learning to direct parts of the lessons*
4. Providing seventh-grade students in a school when there is no FLES program with an introduction to foreign language learning activities.

*For help in arranging activities, call the foreign language coordinator or the foreign language utilization teacher at WETV.

5. Preparing tapes, visual aides, game adaptations, and other instructional materials, then trying them out with less advanced language students.

6. Devising a series of short culture capsules and map studies and presenting them at regular intervals to a less advanced class.

Such "quest" type activities could serve to motivate a student to develop his language abilities as he feels responsibility to others in the communicative skills. The multi-directional endeavors may indeed provide a sense of personal satisfaction beyond the completed plan of study itself.

Grouping for Student-Centered Work

Teachers are humourously accused of being the most talkative creatures on earth. Enough truth in that statement prevails to cause us some concern. We know that teacher talk is not considered the best procedure for learning; therefore, it behooves us to check the amount of time we ourselves consume in discussion while students remain silent. We can note the interaction readily enough by spot recording a class session from time to time. We shall certainly hear much repetition and question-answer response; our methodology is geared to those. But will we find opportunities when students speak without the direct stimuli from their teacher? These won't happen, at least not in Spanish, unless we arrange class activities to provide time and flexibility.

Even lacking the ideal, individualized study packets or work units, teachers can schedule 10 to 15 minute slots several times per week to permit students to work in groups of two, three, four or more on small tasks.* The change of pace and the focus on student-centered activities prove to be tremendous motivation factors in themselves, in addition to other values of the assignments. The latter can entail great variety within the range of horizontal learning, chances to apply what has been studied in original recombinations or chances to strengthen skills. Perhaps the finest rationale of all for group work is that the lockstep is broken; not everyone does the same activity at once. Then students have something different to share with colleagues, though all were together in the same class.

Skits come to mind as a splendid group project. Writing scripts, planning props or staging, and review of language with appropriate gestures. These are all valid supports for playlets; student interaction is tremendous. Although at times it may be fun to have everybody participating in skits, we teachers may often find it more appealing to have different types of activities running simultaneously, some for later class presentation, some for individual improvement.

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* For most activities the teacher will need to designate the groups according to the type of assignment. In some cases only one or two groups would be working apart while the teacher would continue to practice with the remainder of the class. Although bright students may need more opportunities to perform individualized tasks, <u>all</u> should be provided numerous occasions for the different kinds of activities; weaker students should not constantly be doing remedial chores since they perhaps need the motivation of variety beyond the others. As often as possible, these slower students should be mixed in groups containing one or more keen individuals who then can serve peer helpers. The teacher would vary groupings for each activity. This would produce greater student interaction in general and avoid establishment of cliques.

While one group is preparing a skit, others might be involved in activities like these:

1. Designing and preparing materials for a bulletin board on a cultural aspect, complete with Spanish captions (Levels II, III, IV); preparing a bulletin board on the next dialog (I).

2. Preparing a short narrative in Spanish utilizing past dictionary-page items to read to the class for comprehension and vocabulary review. This could be read completely first and then reread with blanks for members of the class to supply the key words. (II)

3. Reviewing verb forms orally in short sentences when cued by changing subjects. One who excels in this, or an A-contract student, might serve as leader. This peer teaching might be used as preparatory for a test or for a quick drill presentation for the class. Other structural items might be substituted as needed. (I, II)

4. Drawing up a dialog in English on a topic of class interest which is not covered in the book, having the teacher supply the Spanish, and then learning the parts for class presentation with props. (End of I) This would be a welcomed opportunity for pupils who think the book's dialogs are not relevant enough for their taste.

5. Preparing a resumé of a selection and answering oral questions on it so that the whole class will not need to read that particular selection. A practice of any new words should also be given. (II)

6. Making out a practice test for use by the class on recently studied material. (I, II)

7. Writing a recombination narrative for comprehension review or reading by the class. (I, II)

8. Reviewing a reading selection by rewriting its key elements in dialog form for class presentation. (II)

9. Learning dialog lines. (I) A lead student can assist by peer teaching of others who need extra practice.

10. Practicing with a tape under the guidance of the teacher or a lead student. (I,II)

11. Transforming a dialog into a narrative. (I,II)

12. Preparing a group discussion of a reading selection so that the class will not need to read it, but asking general questions to the class afterwards for review of key points. (II)

13. Personalizing conversation with the teacher on a theme recently studied. (I,II, III, IV) This session may provide one of the best occasions for free commenting in more than a single statement, especially if questions remain open-minded.

14. Listening to a taped story on talk and practicing making notes in Spanish. (II, III, IV) This can be followed by group discussion or summary through use of notes.

15. Viewing a filmstrip with coordinated tape. (II, III, IV)

16. Taking a practice comprehension test from a tape. (I,II,III,IV) Other types of practice tests could be substituted as needed; the material might be presented on a handout instead of on tape.

17. Listening to taped music typical of some region. A brief commentary on the composer or selections might be provided also on tape or on a handout. (I,II,III,IV)

18. Looking at a series of one artist's pictures and hearing a taped commentary. (I,II,III,IV)

19. Viewing a short filmstrip (possibly from the series La Familia Fernández) and preparing a suitable dialog. This could then be presented to the class. (I,II,III,IV, depending on selection's potential difficulty)

20. Preparing a culture capsule with visual aids which can be offered to the class. (II,III,IV)

21. Making visual representations to accompany Spanish proverbs for display. (I,II,III,IV)

22. Drawing a city plan, with a plaza in the middle, to be used in teaching directions and working out a sample set of directions to initiate the class practice. (I, II)

Grouping for Student-Centered Work

23. Reading aloud the roles from a short play. (III, IV)

24. Working up a group discussion on some custom or traditional observance for class presentation. Comparisons and contrasts with our way of life might also be identified. (II,III,IV)

25. Preparing and taping a newscast based on current events in the Hispanic world. (III, IV) This could be played in various classes or heard by groups.

26. Investigating the political leadership in the Spanish-speaking world through current news magazines to provide a brief oral report. (III, IV)

27. Preparing a series of commercials with pictures of products (II,III, IV) to be announced individually during coming lessons as the teacher changes from one activity to another. This can provide great humor for the whole class.

28. Drawing up a set of items for the class to use in a game; for example, baseball, twenty questions, What's My Line? or Who am I? (II, III, IV)

29. Formulating a scene, given a collection of objects which suggest a theme. (I,II,III,IV) This can be related to the class with the visual cues or dramatized in dialog form.

30. Playing Spanish Scrabble, Bingo, or dominoes. (I,II,III,IV)

31. (For a musically talented group) Rehearsing and taping a medley of songs with accompaniment for class enjoyment.

32. (For students interested in dancing--two or three couples). Learning the basic steps to a popular Latin American dance and rehearsing them with a record in order to demonstrate the steps for the class.

33. Preparing "sales pitches" to "sell" certain items to the class, describing the articles, their uses, their values to the "purchases", and their cost.

Obviously, such a list could be infinite in the hands of an imaginative teacher. Each of these items also has the potential of great variety in actual subject matter and approach by students; few would turn out to be alike even if all groups did them. This very fact of difference adds spice to the activity, allowing for individual pride in sharing something of sell with the group and/or class.

Particular Problem: Reading in the Second-Year Class

After the lively, active, varied first-year foreign language course, why does second year often become the drop-out trap? One of the major reasons may be over emphasis on reading. Teachers see the mass of material available and seem to feel inpelled to plow through all of it. No crime would be committed if some of the selections happened to be omitted! After all, reading is supposed to receive only approximately 30% of the time with 30% used for oral work, 30% for listening comprehension, and 10% for writing.

Adherence to this time arrangement in itself can reduce the danger of too much sameness of class activity. In the past some teachers have dedicated whole periods to reading (exercises,) excusing this by considering questions and answers as elements of hearing and speaking too. No matter how interesting the reading selections, this same format can only evoke boredom. Variety of treatment must be utilized or some of the reading will simply have to be skipped in favor of other activities.

Foremost to be remembered is the fact that reading at this level should not be content oriented, but should be comprehension skill oriented. The information may be both interesting and appealing; however, but for the student to remember the details is insignificant compared with his developing the skill of reading for general understanding.

Following up each reading selection with questions can be deadly. Why not offer variations?

1. The teacher might call out a question and have the students read silently to find the answer. Then the student who finds the answer asks the next question.

2. Groups might read different selections and offer short summaries orally for the class.

3. (From an assigned narrative) A group might devise a dialog for class presentation.

4. Groups might read different selections. Two teams might be named with a representative from each group. The teacher could ask a series of simple questions, skipping from selection to selection. A team member who read the particular selection would answer; if he failed to do so within the time limit, one in the audience who read that selection could respond, giving a half-point credit to the team of his choice.

5. Pairs of groups might read a selection, one group getting down its own questions to ask the other, which would attempt to anticipate possible questions and prepare for them. Roles could then be reversed with a second selection.

6. The teacher or a student could call out key words from a selection read by the class, having individuals make comments about the words as related to the piece, thereby together giving a short oral review of the major points.

7. Two groups might read separate selections while the teacher and class deal with another activity or reading selection. Then each group would present its material to the class in the following way:

   1. each member would give a 3 or 4 sentence summary of his segment,
   2. the class would skim that portion,
   3. the group member would repeat his paraphrase,
   4. a class member could then add a comment if he felt something important was omitted,
   5. and then the other portions would be handled similarly one by one.

8. Perhaps more valuable would be the use of some of the reading ideas or themes out of their context to inspire related but more personalized oral work or written work. This horizontal technique might also include comprehension practices prepared by the teacher or preferably by certain pupils. Such 2-to-3 minute talks would allow for varying opinions or parallel experiences, all more appealing because of the acquaintance with the live speaker.

   Reading, yes! But to develop comprehension skills and as a source for variety, not for content as an end in itself.

Suggestions for Out-of-Class Activities

1. Encourage students to bring in realia. Be sure to display their goodies and comment favorably on them during their class period!

2. Assign minimal, but precise, homework lessons to lower-level classes. Do not ask students to do work that can better be handled in class. Do follow up in class the next day with activity based on any assignment. Do have extra short practices diffoed and available on various problem areas for those who request them or for whom you suggest their benefit. This procedure provides for more individualized help. (If you maintain a copy with answers, students can then check their own work.)

3. Schedule groups to prepare bulletin boards on advanced units so that students can participate in keeping their room attractive and varied, a foreign language "cultural island."

4. Maintain a section of a bulletin board for newspaper clippings, recipes, cartoons, etc. related to the foreign language world.

5. Prepare with students special displays and observances for Foreign Language Week and/or Pan American Day to draw attention of the whole student body to the language program.

6. Hold periodical Spanish club meetings to develop student leadership and cooperation through preparation of informal, colorful programs to appeal to all. If possible, separate students into a Spanish I club and an advanced-level club so that the latter can have most of its activities in the language; also you can invite members of each group to present a highlight from their meeting at the other's session from time to time.

7. Arrange field trips for classes or club members to dine at a Spanish restaurant, to attend a cultural event, to visit a locale about which they can converse in the language, etc.

8. Set up a tape exchange with a foreign language class in another city to stimulate interest in shared activities and student performance.

Suggestions for Out-of-Class Activities (continued)

9. Establish pen pals for interested students who can then keep the class posted on their correspondence.

10. Have students work on special projects of their own choosing (perhaps from a basic list of suggestions you provide plus their additions) which could be presented to the class at intervals during the year.

Rapport Building

Every year teachers have some classes that seem to work together better than others.

"Third period just makes my day," one will say, or another, "sixth period is such a let-down after my wonderful fifth-period group."

What accounts for this variation? Since the teacher is the same and the subject matter is similar, our answer seems to be the students; they make the difference. Each student tends to play his own role in building class rapport. This harmonious relationship in learning is more than basic discipline and control; in fact, unless we consider those two terms in the light of students' self-discipline and self-control, they hardly fit the concept of rapport.

Can teachers really do anything to foster rapport, or is it something elusive which may or may not grow? An analysis of that wonderful third or fifth-period class may give clues. Probably present are conditions like this:

1. Each student feels recognized and appreciated by the others. The teacher may have arranged the class in a horseshoe seating design or a semicircle so that everyone can see and hear others with ease.
2. Students are equally free to ask questions, supply answers, or express individual opinions. The teacher has turned to each for comment at regular intervals, thereby showing sincere interest in everyone's participation, not just in his own role as leader.
3. Answers vary at times with individuals so that each feels that he is really adding something to the class. The teacher asks open-ended questions whenever possible to strengthen this aspect.
4. Humor and originality are rewarded with laughter and commendation. The teacher supplies his own share of both, approval which elicits more.
5. Mistakes are not deflating, but are considered trouble spots for added class attention. The teacher permits the whole class to participate in reviewing error correction, thereby relieving the individual making the mistake from feeling that he alone does not know. This face-saving technique reduces embarrassment and allows concentration to focus on learning.

6. Students understand why they are doing certain practices or activities and what benefits they are aiming to gain. The teacher identifies the objectives, helping the students in the self-evaluation process. He provides additional time, materials, and aid to encourage the students to reach these objectives for themselves.

7. A spirit of helpful fellowship exists. The teacher arranges time within the period for pairs or groups to work together, to help each other, and to enjoy shared efforts. By removing himself from the dominant position, the teacher allows the students to bear part of the responsibility for successful endeavors.

8. The room features different displays, representing the material being studied and the contributions by students, giving the class a feeling of belonging. The teacher has various groups prepare bulletin board; mobiles, and table arrangements, knowing that their efforts make this their classroom.

9. Students volunteer, showing their interest and willingness to become involved. The teacher knows his students as individuals and plans situations to produce their reactions as individuals.

10. A feeling of anticipation hangs in the air. The teacher always has at least one "pink" activity in mind, something to add sparkle and color to the class session through a slightly different approach to learning, a kind of "happening" to recall pleasantly after school.

Such efforts can indeed create class rapport. Just as a smile is catching, the teacher's awareness of others and their need for identity can spread too. Those foreign language names become alive as interaction leads to acceptance of one another, then providing greater desire for communication.

Use of Electronic Classrooms

Few events appeal to a teacher more than that of having all students actively involved in learning. This condition does not exist consistently within a class period since some minds turn off or simply wander as responses from certain classmates are awaited. Lab time, however, is a different proposition. Everybody gets into the act! Each student can listen and respond every minute of the session.

Choral practice in class is valuable since the teacher can employ backward build-up to aid in developing full-sentence repetition, can pause to concentrate on difficult sounds, can slow the pace to achieve accuracy before insisting finally on normal speed. This time also is used to insure comprehension of meaning. However, after this initial work is done, the lab is the place for real learning, for gaining proper intonation and pronunciation. Extended additional choral work may lead to overconfidence and flubbiness as voices blend, but the lab demands articulate practice, heard in the individual's own ears.

Also obvious is the fact that the native speaker on that tape can remain constantly a good model while even the best teacher will tire, losing some of his sparkle, under the continuing endurance test of repetition. The cue is then to shorten the teacher drills and cut on the tape. Segments can simply be replayed as needed.

Teachers sometimes seem to resent the loss of a minute or two for students to get to their headsets. This is about as ridiculous as deciding to walk five miles to work, leaving a five-thousand-dollar car in the garage because opening the garage door is a lot of trouble. That expensive electronic equipment will suffer from disuse comparable to the car. The investment of school money for technological aid must be used for the benefit of the children! What teachers think of as disruption of class routine with changes in desk arrangements may even be wholesome physical movement for young people who have already sat too long in classes!

Use of lab facilities should be planned everyday for 10 to 20 minutes for first and second-year classes. Advanced-level students will need fewer lab sessions since their pronunciation will require only occasional remedial work. They should, however, be provided use of the lab from time to time as a refresher in intonation patterns. They also can benefit from comprehension checks done by various native-speaking voices; they need the experience of hearing many speakers, not just their teacher and classmates.

Atlanta schools are fortunate in having electronic facilities available to every foreign language class for at least a part of each

period. Use of the equipment will be more extensive if teachers set up an automatic half-period shift schedule rather than make week-to-week arrangements. Here is a simple time plan, for example:

Period 2 (10:30-11:20)

10:30 - 10:55	Class A in lab; Class B in classroom.
10:54	Class B pupil gives lab teacher signal.
10:55	Two classes exchange with students walking silently to the right to avoid confusion in the hall and entries.
10:56 - 11:20	Class B in lab; Class A in classroom.

Since having the classroom session before lab is preferable, the two teachers should rotate their half-period use of the lab at the middle of the quarter. The teacher with the lab first must prepare the day before the lab work; he may need to use the opening minutes to refresh the students' memory too. Half the period will not be used for lab work anyway. More than about 20 minutes may even be detrimental because insufficient time would remain for other phases of the lesson and students would become weary since lab work is so intensive. No play or lackadaisical attitude can be tolerated during the lab session. The importance of the period must be impressed upon the participants.

What is most essential is that the recorded material be an integral part of the lesson. Preferably, it should be an actual accompaniment of the textbook. With extra channels on the console, the teacher can provide the type of practice needed to individuals rather than force all to respond to the same tape. Playing the same lesson to an entire class is failing to take advantage of the equipment's potential for individualizing instruction. Selection is made easier for the teacher by the short cassette segments and tapes divided into smaller units. Generally, students should not follow textbooks or other printed materials in the lab. When they do, they tend to depend on their eyes rather than their ears. If the recordings are not well arranged, however, sometimes referring to the text will be required. Extra preparation in class with difficult parts can remedy this situation.

The teacher must monitor student responses to evaluate, to encourage, to make corrections, and to diagnose common errors for further emphasis in the classroom. If the mistake made is minor, interruption may not be necessary since the student may correct himself as the drill continues; besides, the student would miss a portion of the exercise

while being corrected. The student ought to be corrected immediately if continuation would establish a bad form.

Evaluating in the lab everyday should be expected. Students work more conscientiously when they realize that their efforts are significant. Although one response is indecisive, the large number considered throughout the quarter can give an accurate appraisal of oral performance. This composite evaluation should be equated with big tests because it represents a most important area of the work. The major strength of the lab facility is that it allows all students to speak simultaneously many more times than would be possible in the regular classroom. Although the teacher can mark only one person at a time, as he becomes more adept in the lab, he will find that he can hear and evaluate more responses in the lab than he could possibly manage in the classroom. Grades, by the way, should be considered from the "satisfactory" level up or down, not from perfect and down.

A seating chart is necessary. This avoids confusion on entering the electronic classroom. Students can then go promptly to their places and begin without delay. The teacher should have his material marked and ready to put on the console so that work can begin immediately. Efficiency on the teacher's part is conducive to proper procedure.

The seating chart, if divided into blocks per pupil, can double for grading as well. The scale (something like this: 0-superior, 1-good, 2-satisfactory, 3-poor, 4-unsatisfactory or no response) should be visible for rapid reference. If the teacher is neat, he can probably use one chart for a month or more. The basic outline can be mimeographed for all foreign language teachers; each can fill in names, etc. per class assignment. Class sheets can be stapled together in the left-hand corner, folded left to right for convenience, and taken to the lab with the teacher's manual or text. They must not be lost! Disturbances, or discipline problems, are lessened by planned arrangement of seating. Placing girls between boys or quiet pupils between rambunctious ones is a good idea. The arrangement need not be varied unless the teacher feels that moving a student is advisable; in such case, a simple reassignment should be made after class without fanfare. Since lab work is not designed for interaction of the students, they should not choose their seats in the lab.

Actual testing in the lab is limited. Multiple-choice comprehension tests may be the best procedure. If test items are spaced properly, students can write short answers or fill in blanks. Totally oral tests are impossible without recorders. At times, however, the

teacher may want to utilize lab time for short individual conversation tests. He can then assign a lead student to the console to monitor and assist (but not to grade!), thus permitting the teacher to chat with individuals. With his questions already prepared in a list, the teacher can elicit an adequate number of responses from a student within a minute or two; during several successive days he can arrange to do his oral testing of the whole class.

Needless to say, all lab work should be done in the foreign language. Materials taped by native speakers are more suitable, but special exercises to meet particular needs can be very advantageous even though recorded by a non-native. The main point to remember is that the lab serves best to perfect through drill the items already presented in the classroom. Completely new elements should not be offered in the lab. Students should know exactly what is expected of them in advance so that they will proceed to practice with confidence and to benefit fully from the time spent.

Not to be forgotten either are the definite advantages of the lab for the teacher. He can rest his voice and listen to evaluate thoughtfully his students' oral process!

Evaluation of Student Performance

"If only we didn't have to give grades!" is the frustrated cry of many teachers. We know that some students will show up badly when compared with others in the class; then they will lose their sense of pride in what they have learned, beginning the downward journey to defeat. Our colleagues in educational psychology bluntly tell us the grades are our most vicious act.

We attempt to improve in what our schools still consider a necessary evil by being sure that we "test what we teach," that we avoid "throwing students curves" on tests. Even so, we recognize that some pupils cannot absorb or implement what has been presented at the same rate as others; given more time and practice, less pressure, they can achieve satisfactory results.

How can we remedy this condition? Here are a few thoughts for consideration:

1. Test less; evaluate more! We can discover weaknesses and strengths if we provide ample oral practice in class. Since oral work is much faster than the written form, we can give far more extensive experience with problem points before we attempt to grade performance.

2. Many short written check-ups on specific items can help students identify for themselves what points they need to concentrate on more. Then testing for credit on these can be administered when both teacher and student feel ready; no rule prevents a teacher from allowing students to take minor tests at different times, and the grade book shows quickly which quizzes are still outstanding. More flexibility in scheduling tests can provide some students with the extra time to learn; they can feel more responsibility for the study because they have some choice in the matter. This procedure fits beautifully with the idea of performance objectives, our master outline which lets students know precisely what it is they are to learn.

3. Why should we not revamp our testing system if we believe that it has been defeating to some in the past? On the upper end of the pyramid, is there any reason why we can't allow better students who can manage anything we dish out to contract for their "A's" by submitting to more complex testing?

Again, our educational psychologists remind us that challenge and competition (which should be competition against one's own potential, not others) is rewarding only to those who think they can succeed with it. Then we can let them make that choice for themselves through contracting for the more difficult assignments and tests.

4. Our tests at best meet only about .4 validity, according to experts in tests and measurements. We simply do not have the time or the experience to become very precise in this area; more time is needed for teaching and we are not willing to use it excessively for preparing scientific tests. Then knowing these things, we should not overrate our testing program! For us tests should be mainly a way of diagnosing where we need to strengthen our teaching.

5. Our aim is to keep students moving forward. If our tests only shake students' confidence, making them believe that they have learned very little, then we would be better off not to give them at all. Everyone feels that he could help a student learn more of a foreign language if the student returned for another year of it. Perhaps that fact should be foremost in our thinking so that we do not test people right out of the program.

Some Do's and Don'ts in Testing

1. Do let students know what types of items will be included on the test. Do give practice with samples in advance so that students can evaluate their own readiness.

2. Do present instructions in English unless you are absolutely sure that everyone will understand; don't permit students to become up tight for fear of doing the wrong thing.

3. Do provide many short item tests on different particular skills during the quarter, keeping the skills in proportion to your emphasis for the level.

4. Don't give numerous full-period tests, but when you do, measure all four skills and include something on culture too, whenever appropriate. Do be sure such a test is a worthy, positive experience, meriting the valuable time it consumes.

5. Don't say lines like these: "Pay attention now! This is important because we are going to have it on the test." "All right, if you don't want to pay attention, we'll just have a test on this." Don't use tests to threaten. Dependence on tests and grades as motivation lessens the value of learning per se.

Some Do's and Don'ts in Testing (continued)

6. Do begin tests with the simplest items and gradually proceed to the more difficult ones.

7. Do test what has been taught, including simple recall elements as well as rearrangements of pre-learned material.

8. Do avoid tongue-twisters and absurdities, but do deal with problem sounds and structures.

9. In setting up multiple-choice items, do include at least one distractor, two plausible but incorrect items, and only one, unambiguous right answer.

10. Do present, when appropriate, a couple or so of examples of open-ended questions to allow for at least some individuality.

11. Do help students to feel a sense of personal responsibility for their own work.

12. And do smile and look relaxed! Don't transfer tension by appearing so dead serious about your test! This won't be your last chance to provide a test or theirs to take one.

Suggestions on How to Use a Film

1. Good film utilization requires prior activities

   a. Difficult words and expressions are thoroughly drilled in advance, preferably with the help of visual aids such as slides, overhead transparencies, pictures or filmstrips. (In some cases the film producer makes a tape available for this purpose including not only the sound track but supportive drill material.) Essential structures should be drilled for rapid and easy student recognition; this will tend to minimize student discouragement as the class views the film and listens to the sound track.

SUGGESTIONS ON HOW TO USE A FILM (continued)

1. b. The content of the film can be dealt with in advance by drawing the student's attention to the main points of interest. This may be done by presenting the highlights of the film through a series of appropriate questions and answers. Some films can be used several times by drawing attention of different areas of content during each showing. Also, by alerting the students in advance to certain aspects of the foreign culture you can be assured that they will see things that they otherwise would have missed. (For example, in a luncheon scene you may point out that the fork is held in the left hand, a fact which otherwise might not have been noticed.)

2. Techniques for presenting the film are:

   a. Make certain that maximum room darkening is achieved.

   b. Have as large a screen as possible available.

   c. Obtain the best possible quality of loud speakers. (Best results can be achieved by having large, high quality loud speakers located in front near the screen. Also, in many language laboratories it is possible to jack the sound track in through the console so that the students may hear through their headsets while turning down the volume of the student microphone. This provides maximum quality of sound while minimizing the machine noise.) Ideally all motion pictures would be projected through a glass partition so that the noise of the projector would be reduced to a minimum.

   d. Short films can be shown twice in succession to enable the students to verify the impressions gained during the first showing.

3. Activities which may follow the showing of a foreign language films are:

   a. The teacher may administer a short quiz using true-false, matching, or multiple choice questions.

   b. The film may be run with switch on silent and the students may be asked to take brief notes in the foreign language describing some of the main impressions which the film conveys.

   c. The film may be run with the switch on silent and students may be asked to provide a narration which they record on tape. (Naturally this requires a laboratory with student recorders in all positions.)

   d. The students may be asked to write a short composition in response to a series of questions which the teacher asks orally.

   e. With films on the foreign culture and way of life, students may be asked to list behaviors which contrast sharply with those with which they are familiar in the American culture.

   f. The students may be asked to write a brief summarization of the storyline or content of the film.

NOTE: The type of follow-up which is intended should be carefully explained to the student before work with the film is begun. It should be strongly emphasized that the film is an integral part of his instruction and not "a day off at the movies." The teacher should have decided very specifically what the film is supposed to accomplish and should communicate this fact to the students. Ordinarily a film should have one or two main purposes. According to the nature of the film the focus may be any one of the following: (1) to study the customs of the people, (2) to stimulate appreciation of people whose language is being studied, (4) to consider the effect of geography on the social and economic conditions of the people, (5) to provide listening practice, (6) to build new vocabulary or to reinforce prelearned vocabulary items, (7) to present new structures or to reinforce prelearned structures, and (8) to stimulate other activities requiring active use of the language such as speaking or writing exercises.

Ordinarily the teacher should not try to combine all of these objectives in one film. It would be much better to select a few of the activities which are most appropriate for a given film. Most important, the student should know in advance which objectives the teacher has decided to focus on.

4. Films with English sound track can be used as follows:

   a. The film can be viewed first with the English commentary.

   b. The teacher can then show the film silently supplying a foreign language commentary.

   c. In advanced courses students can be supplied with basic vocabulary and can create their own commentaries which, in some cases, can be taped and played back in coordination with the film showing.

5. Basic considerations for using all films are:

   a. All films should be previewed in advance by a teacher to determine suitability and manner of utilization. (A teacher in the area of business education once ordered a film on filing for her girls in an office practice class only to find that the film was intended for industrial arts and showed the techniques of using different files for metal and wood.)

   b. Films which reinforce ethnocentric prejudices should be avoided.

   (Note: Many films are available from both the city and the state audio-visual departments. Consult catalogues. Additionally, a list of films is included in the appendix.)

Accountability and Foreign Language Teaching

Much has been said and written about accountability in recent educational programs. The pro's and con's of its implementation will continue to be debated all the way from the national convention platforms to the local teachers' lounges. Even through the maze of verbiage, we foreign language teachers can sift pertinent philosophy to apply to our own endeavors.

1. First, we recognize that our prime responsibility is to our students. Although foreign language is our field, the subject matter itself has to be secondary to the individual's development via this medium.

2. Certainly we intend to see that every student has a more positive attitude toward foreign language after studying it than he had before the opportunity to attend our classes!

3. "Every kid a winner" can be the case when we emphasize individual progress instead of applying normal curve tactics or insisting on unrealistic goals.

4. Perhaps we in our foreign language frame of reference can find accountability more tenable than can some other curriculum areas since we can identify rather precisely the skills we are attempting to develop. We can, through our performance objectives, which are a kind of criterion base for evaluation, determine specific results in the learning process.

5. We can diagnose weakness and "recycle" the material; our methodology calls for regular reentry.

6. With our electronic classroom equipment, we can arrange for extensive individualized practice. The lab lessons can be geared to individual needs, allowing remedial work for some, horizontal learning for some, and even new or advanced work for those who demonstrate readiness.

7. By assigning different activities to small groups, we can avoid too much teacher talk and permit more student action. Such work we have intended to do anyway to meet our reinforcement and recombination needs. At the same time we can see that these assignments fit demands for individualization plus building in opportunities for peer teaching.

8. When the accountability experts speak of the fact that all testing does not have to be with pencil and paper, we emit a resounding "amen" because we are accustomed to evaluating oral responses. This, however, is a reminder to us not to overrate written work, but to see that our grades reflect our audio-lingual emphasis parallel to our classwork and to our guide's flow chart on skill development ratio per level.

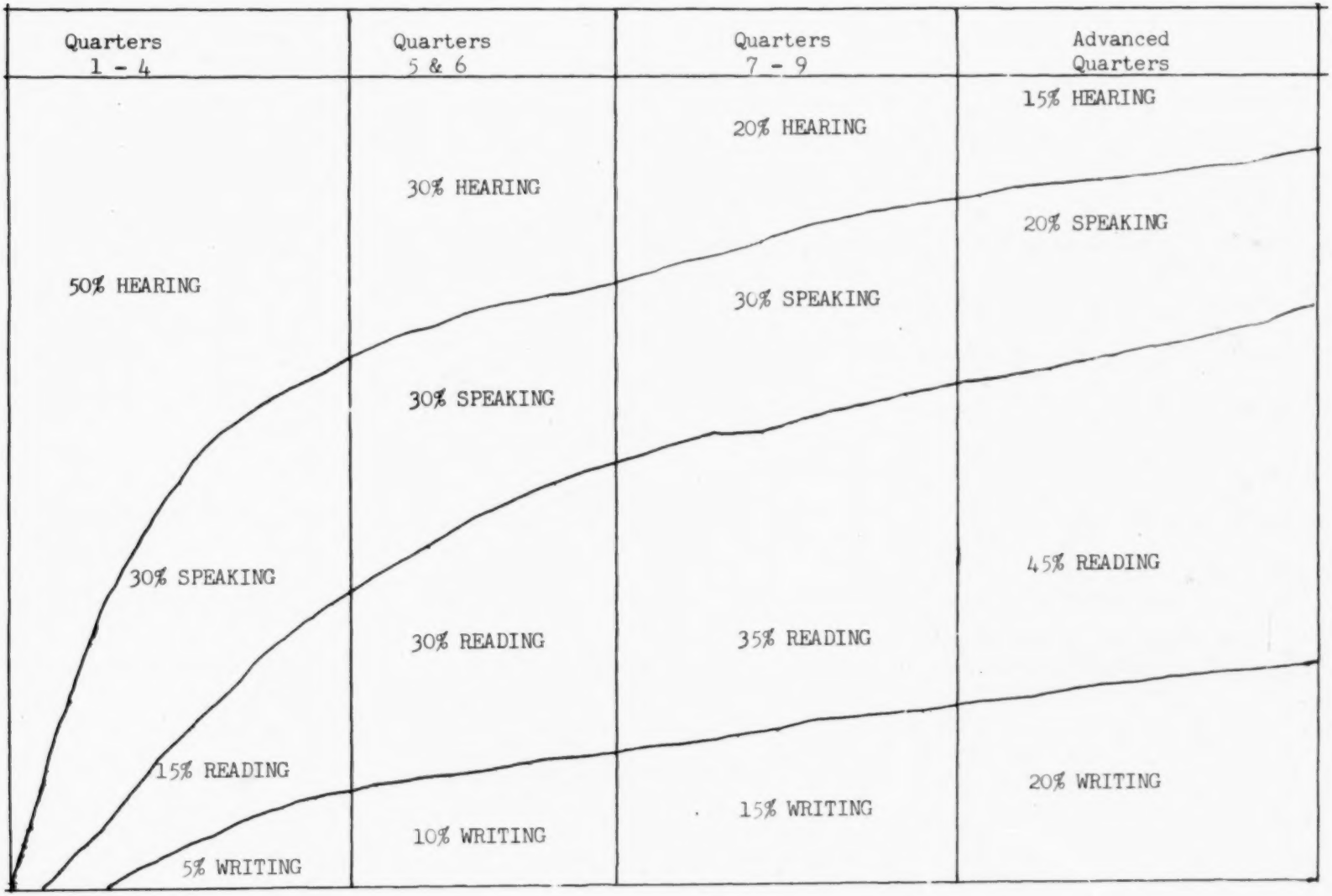
9. We may feel qualms at saying "If the student does not learn, the teacher fails the course," but we do utilize a variety of techniques to accomplish our task of facilitating the learning. We even employ specific techniques to avoid a student's embarrassment, to supply many correct answers giving him additional means for catching on!

10. Relevance is one of our strong points. Our dialogs deal with current topics suitable to the maturity and interests of our pupils. Readings include variety. Perhaps we need to allow more students' selection to assure their involvement and to provide more personalization even if that forces us to skip some stories, nevertheless, much material is available to us to permit a high degree of relevance.

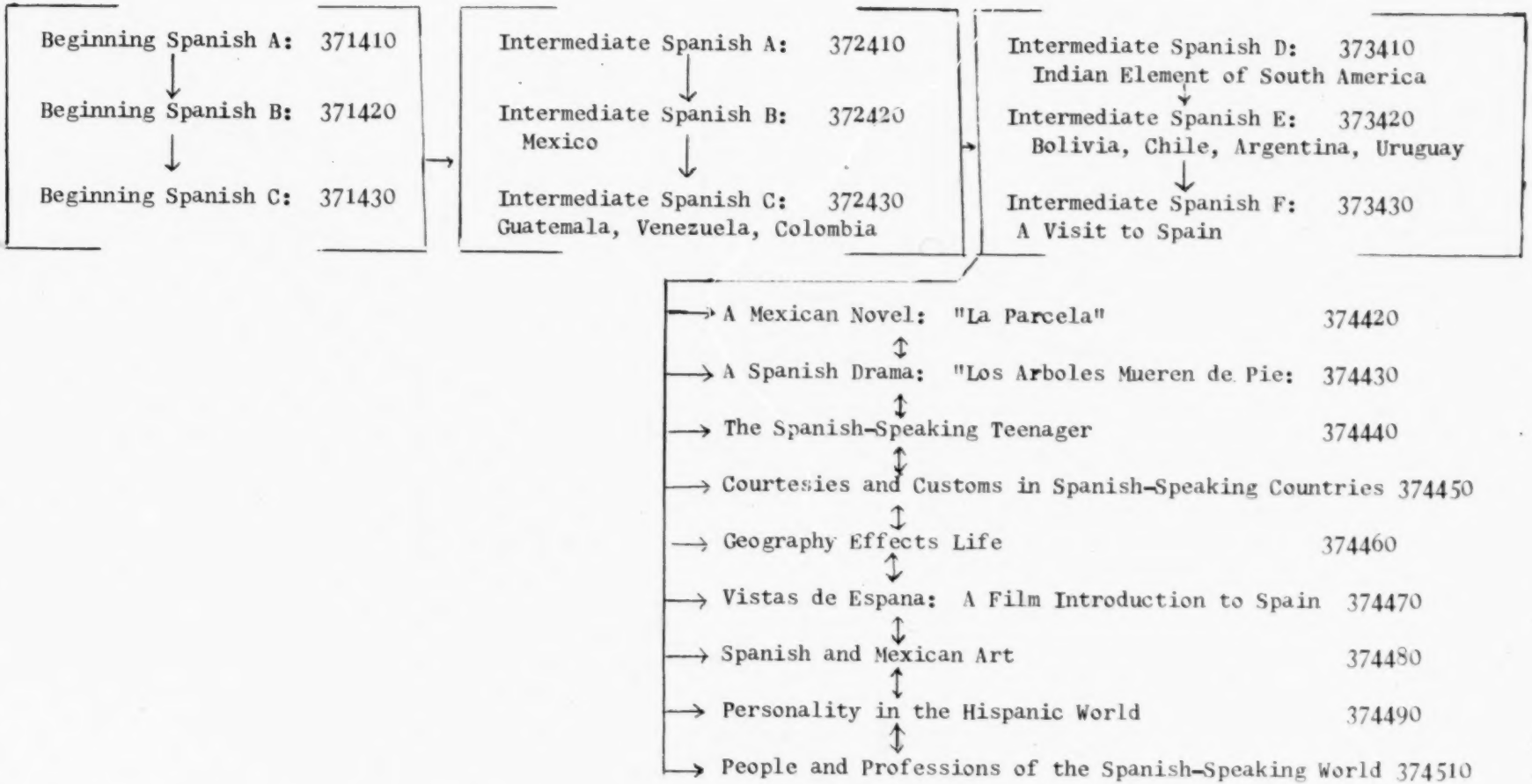
    We can even provide those educational "happenings" which Dr. Leon Lessinger, the father of accountability, includes to insure aesthetic growth beyond all the audited objectives. Our inviting native speakers to visit class gives youngster the language for real, complete with cultural mores and gestures. Field trips to Spanish restaurants or to programs by artists add color and dimension. Yet we consider these only basic essentials in our efforts toward cultural awareness.

    This enumeration shows that we foreign language teachers can afford to stick our necks out and to hold ourselves accountable. We have the chief ingredients for success. Our program is already developed consistently; we just need to focus our attention more on what is resulting from the students' standpoint. In the final analysis, we agree that it's **their** performance that counts!

FLOW CHART OF THE PROGRESSIVE DEVELOPMENT OF THE FOUR SKILLS



FLOW CHART OF SPANISH COURSES


Beginning Spanish A: 371410
Beginning Spanish B: 371420
Beginning Spanish C: 371430
Intermediate Spanish A: 372410
Intermediate Spanish B: 372420
Mexico
Intermediate Spanish C: 372430
Guatemala, Venezuela, Colombia
Intermediate Spanish D: 373410
Indian Element of South America
Intermediate Spanish E: 373420
Bolivia, Chile, Argentina, Uruguay
Intermediate Spanish F: 373430
A Visit to Spain
A Mexican Novel: "La Parcela" 374420
A Spanish Drama: "Los Arboles Mueren de Pie: 374430
The Spanish-Speaking Teenager 374440
Courtesies and Customs in Spanish-Speaking Countries 374450
Geography Effects Life 374460
Vistas de Espana: A Film Introduction to Spain 374470
Spanish and Mexican Art 374480
Personality in the Hispanic World 374490
People and Professions of the Spanish-Speaking World 374510

For independent study courses use the most appropriate of the above numbers, indicate on the permanent record that it was done by independent study, and file with the department chairman a brief description of work done.

Spanish - Suggested Contents for Quarter Courses

Beginning Spanish A- 371410	Preliminary Units & Units 1 - 2	Entender y Hablar (1968 edition)
Beginning Spanish B- 371420	Units 3 - 8	Entender y Hablar (1968 edition)
Beginning Spanish C- 371430	Units 9 - 12	Entender y Hablar (1968 edition)
Intermediate Spanish A- 372410	Units 13 - 16	Entender y Hablar (1968 edition)
Intermediate Spanish B: Mexico- 372420	Units 1 - 3	Hablar y Leer
	or	
	Units 1 - 5	En Las Américas
Intermediate Spanish C: Guatemala, Venezuela, Colombia- 372430	Units 4 - 8	Hablar y Leer
	or	
	Units 6 - 10	En Las Américas
Intermediate Spanish D: Indian Element of South America- 373410	Units 9 - 12 or Units 11 & 12	Hablar y Leer En Las Américas
	Units 1 - 2	Vivir y Conocer
Intermediate Spanish E: Bolivia, Chile, Argentina, Uruguay-373420	Units 13 - 16	Hablar y Leer
	or	
	Units 3 - 6	Vivir y Conocer
Intermediate Spanish F: A Visit to Spain- 373430	Units 17 - 20	Hablar y Leer
	or	
	Units 7 - 10	Vivir y Conocer

Advanced Quarters:

The Spanish-speaking Teen-ager - selections from - Leer, Hablar, y Escribir - 374440

Courtesies and Customs in Spanish-Speaking Countries - selections from - Leer, Hablar, y Escribir - 374450

Geography Affects Life - selections from - Leer, Hablar y Escribir - 374460

A Mexican Novel: "La Parcela" - from - ALM Level 4 - 374420

A Spanish Drama: "Los Arboles Mueren de Pie" - from - ALM Level 4 - 374430

Advanced Quarters, continued

Vistas de España: A Film Introduction to Spain - selected films from - Emilio en España - 374470

Personality in the Hispanic World - selected from - Galería Hispanica - 374490

People and Professions of the Spanish-Speaking World - selected from - Galería Hispanica - 374510

Spanish and Mexican Art - selected from - Cumbres, España sintesis de su civilización - 374480

Materials, Resources and Equipment-for each Spanish classroom and department

I. Essential for each classroom
   A. Basic texts:

   B. Teacher reference: ALM, Levels I, II (Teacher's edition)
      Harcourt, Brace, and World
   C. Tapes and Prepared tests
      1. Tapes to accompany each book
         (Available from A. V. Dept., Instructional Services Center)
      2. Tests to accompany texts.
   D. Appropriate reading materials for students
   E. Maps:
      1. Spain
      2. Mexico, Central America
      3. South America
   F. Equipment
      1. Tape recorder
         (30 position electronic classroom highly recommended)
   G. Supplementary materials
      1. Appropriate visual aids, such as flashcards Entender y Hablar; display photographs Hablar y Leer; set of 18 filmstrips with tapes - El Mundo Hispanico (Hablar y Leer); name cards; records Escuchar y Cantar
      2. Spanish-English dictionary

II. Essential for each department
   A. Reference books for teachers:
      1. ALM III, IV, Teacher's edition
      2. EBF - La Familia Fernandez, teacher's editions
      3. Holt FLES materials
      4. Other useful references, such as a synthesis of Spanish Grammar (See Appendix)
      5. MLA selective list of materials
   B. Spanish dictionaries
   C. Record player, film and filmstrip projectors

III. Highly recommended for classroom
   A. Language Lab or Electronic Classroom
   B. Teacher's Editions:
      1. McGraw-Hill, Learning Spanish the Modern Way
      2. Encyclopedia Britannica - La Familia Fernandez

IV. Highly recommended for Department
   A. Tapes to supplementary texts
   B. Additional reference books for teachers
   C. MLA proficiency tests

General Suggested Methods for use of Entender y Hablar

1. Assign Spanish names to students
2. Make use of games, songs, maps, etc.
3. Use a minimal amount of English. (Teacher using English only when necessary)
4. During review at beginning of period, converse casually about simple topics that have been learned.
5. Use as many audio-visual materials as possible.
6. Walk around room while checking pronunciation and when teaching new sounds.
7. Keep class moving at a fast pace.
8. Keep student's desk clear of books, etc.
9. Limit lab work to 20 minutes during any one class period.
10. Refer to the teacher's manual of the Holt series for a complete listing of suggestions in methodology.
11. Do extensive practice of basic dialog sentences, question-answer practices, and pattern drills. (The number of conversations to be studied is left to the discretion of the teacher.)
12. Make supplementary teaching aids.
13. Introduce dialog sentences, pattern practices, and question-answer drills with closed books during the entire year.
14. Practice previously learned materials in the lab.
15. Emphasize the importance of the structure as conveying meaning without consciously analyzing these structures.
16. Supplement through personal experiences, reading, radio, newspapers, T.V. Emphasize Spanish as a culture as well as a language.

General Suggestions for Use of En las Américas

I. Suggested methods for use of various sections

a. Dictionary

1. Review this section with the various manual exercises from time to time during the unit since these words are to become part of the students' active vocabulary.
2. Refer to the dictionary when the new vocabulary word is found in a selection.
3. Have students use the words in "original" sentences for added oral practice and review.

b. Text photographs

1. Ask short questions about the photograph as a readiness before reading. This sets the stage.
2. At times give a narrative paraphrase of the conversation, based on the photo. These preliminary cues can facilitate comprehension.
3. After the reading and questions, let students look again at the photo and offer statements about it in relation to what they have read. These need not form a total summation.

c. Conversations

1. Assign individuals or small groups. Read aloud the roles of the conversation.
2. Work with the conversation fully since it is a close transition from Book I.
3. Have only short phrase answers given by slower students followed by full-sentence answers by others or by yourself. Repetition of full answers in chorus may at times help to emphasize certain vocabulary or structure items.
4. At times, follow up the practice with several questions including incorrect data so that students will have to correct and answer. (Example: c Dónde está tomando el té la familia López? No es la familia López; es la familia Soler. No está tomando el té; está tomando el café. La familia Soler está tomando el café en la sala.) This type of simple variation adds humor and also allows answers of more than one sentence.
5. Play the tape before and/or after the conversation.

d. Scenes and Reports

1. Do as much of the reading as possible in class, not for homework. Reading in pairs or small groups may allow students to help each other over difficulties.
2. Have questions on each section answered orally before continuing. Do not expect students to remember content; let them find the answers in the text.
3. At times vary by letting groups do different selections. (See section on reading in this guide.)
4. Do not feel obligated to complete all of the readings or too many in sequence. Variety in class activities must be provided.
5. Use the tape for comprehension review.

e. Conversation Theme and Grammatical Exercises

1. Intersperse these activities with reading to vary the pace.
2. Allow students to give answers beyond those suggested in Tema de Conversación, making them as personalized as possible. Let students handle both questions and answers.
3. Do the Ejercicios Gramaticales like pattern practices from Level I. Practice the model thoroughly in chorus so that then the changes can be made without the book. When necessary, use the book first and then close it for practice. Use the lab for extended practice.
4. Allow students to use the reference pages if problems or questions arise; they can read quickly and silently this part. Then provide additional exercises.
5. Provide supplementary exercises in oral and/or written form as needed from ALM I and II, Hablar y Leer, and Oral Drills in Spanish.

f. Special Themes

1. Do not skip this section! Especially valuable is the part relating to a personal experience.
2. Occasionally, have students write one of the ideas, but follow up by having volunteers, or at least five or six even if called on, to read their themes to the class.

II. Other suggested activities

a. Speaking

1. Include student-oriented activities

a. Let a student direct a pattern practice

b. Let a student assign roles for reading of conversation and make corrections in pronunciation.

c. Let students ask the questions from the book and call on classmates.

2. Begin a story and let students add sentences, forming a chain story.

3. Distribute pictures cut from magazines; allow students to think briefly; then have them hold up their picture and say two or three sentences about it. At other times the same picutres can be mixed and distributed again. Also students might each bring in a picture for use.

4. Use films and filmstrips for discussion. See the section in this guide on use of these.

5. Have students recast reading selections, or paragraphs which you supply, in different tenses.

6. Tell a brief incident, letting students change the conclusion.

7. Ask for personal experiences or those recalled from other readings.

b. Writing

1. Dictate words as in a spelling quiz.

2. Hand out a paragraph with certain words underlined. Have students supply synonyms from a list.

3. Have students match words with definition or select from multiple-choice listing the words which fit definitions.

4. Give dictation practices drawn from reading selections.

5. Use these items from A. for writing instead of speaking: 3, 5, 6, 7.

c. Miscellaneous

1. Use applicable suggestions offered for Level I.

2. Encourage students to prepare art work, bring realia, and arrange displays related to cultural aspects of reading selections.

Spanish Department

Course Number 371410 Beginning Spanish A

Description of Course:

A beginning course in conversational Spanish to acquire basic skills of understanding and speaking Spanish within a limited vocabulary. A very minimum of recognizing and reproducing written forms is included. The language skills are developed through structures and vocabulary related to the following topics: salutations, names, and descriptions of family and friends.

Administrative Requirements:

1) A maximum of 30 students - 25 recommended
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) Maps of Spain, Latin America, Mexico
5) Access to a record player, film and film-strip projector, and other audio-visual aids
6) Sufficient number of textbooks; practice records recommended
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who expresses an interest in beginning the study of Spanish

Beginning Spanish A

Objectives of Course

The student is able:

1) to discriminate sounds of Spanish audially

2) to reproduce sounds of Spanish adequately

3) to imitate native Spanish intonation patterns

4) to manipulate orally Spanish language patterns related to topics studied
   a. to make required changes in structures in pattern practices
   b. to respond appropriately to questions
   c. to ask directed questions

5) to recognize visually selected sentences mastered orally

6) to read aloud a few selected sentences mastered orally

7) to locate on a map Spain, South America, Central America, and Mexico

8) to recognize that social customs and courtesies are different in various countries

9) to recognize that, though some structure are parallel, languages cannot be equated word for word

10) to identify appropriate ways of learning a second language

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture

From Basic Text
"Entender y Hablar"

Units 1-2 (1968 ed.) - and preliminary units

and other resource materials

Beginning Spanish A

Suggested Resources, Materials, Media, Methods, Activities

List of Resources - see Appendix

Suggested Methods and Activities

1. Why students should study a foreign language
   a. Arrange a bulletin board representing various occupations in which a foreign language may be useful.
   b. Include pamphlets in a reading display.
   c. Relate current events to language.
   d. Invite visitors
   e. Point out Spanish words closely related to English, rodeo, Nevada, plaza, Florida.
   f. Have students write papers on "Why I Am Studying a Foreign Language"
   g. Show slides and audio tapes on "Why Study Foreign Languages." (See appendix)
2. Purpose of audio-lingual methodology
   a. Discuss how younger brothers and sisters learn English
   b. Send letter to parents explaining the procedure of foreign language learning (see index).
   c. Point out difficulties a Spaniard might have learning English.
   d. Explain purpose of memorizing dialogs, doing pattern practices, listening, etc.
   e. Explain what will be expected of studetn, type of "homework" and study habits.
   f. Give examples in English to illustrate language learning principles. For example, to illustrate the importance of learning sounds before graphic symbols, you might use the words receive, believe, mean, speed, she, which have identical sounds but whose different spellings might lead to mispronunciation.
3. Initiate pre-reading with a phase books should not be issued until the third unit. A very important phase is for students to realize that they can learn audio-lingually.
4. See sample lesson plans.
5. Serve as a model for student imitation. Taped version and student take-home discs are introduced to re-enforce teacher's model and to aid in developing listening skills.
6. Use world map to point out places where the Spanish language is spoken.
7. Explain the concept of "tu" and "usted".
8. Continually review previously learned materials.
9. Insist on use of simple classroom phrases.
10. As a writing exercise, have students copy materials previously learned orally: home assignment with correct spelling, accent marks and punctuation.

Beginning Spanish A

Suggested Content

Preliminary Unit:

1. Classroom expressions
2. Pronunciation of vowels and other sounds in context
3. Llamarse, ser, estar (present)
4. Subject verb agreement
5. Gender: articles, demonstratives - este, ese
6. Use of tu and usted

Unit I:

1. Adjective agreement and position
2. Ser, conocer (present)
3. Direct object pronouns
4. Personal a
5. cardinal numbers 1 - 100

Unit II:

1. Tener (present)
2. Subject pronouns
3. Interrogative adjectives
4. Short possesives (mi, tu, su) singular and plural
5. Reinforcement: verbs, subject verb agreement

Beginning Spanish A

Suggestions for Evaluation

1. To discriminate the sounds of Spanish audially
   A. Given 5 pairs of Spanish words, on a tape (some identical, some being minimal pairs) the student can indicate whether the words are the same or different with 90% accuracy.

Example:	Same	Different
1) como como	X	
2) pasado pasada		X
3) puede pueda		X

Vowels:

o - a	e - a	e - o	a - i	u - i
amigo amiga	llame llama	cine sino	Paquito piquito	pude pide
gusto gusta	oye olla	libre libro	pasar pisar	mura mira
chicos chicas	nueve nueva	espere espero	casa casi	lugur ligur
buenos buenas	este esta	quede quedo	barata birata	o - u
				modo muda
				poro puro
				bola bula

Consonants:

b - p	e - i	d - r	t - d
boca poca	helado hilado	todos toros	toma doma
velo pelo	pelar Pilar	cada cara	tanto dando
vida pida	belo viro	mida mira	tia dia

   B. Given 5 pairs of Spanish and English words orally, students can identify which is the Spanish word with 80% accuracy

Example:	1	2
1) cirro mira		X
2) ra rah	X	
3) me may	X	
4) rey ray	X	
5) tea ti		X

Further Examples:

English	Spanish
sorrow	sa<u>rr</u>o
dough	d<u>o</u>
low	l<u>o</u>
lay	l<u>e</u>
say	s<u>e</u>
borrow	ba<u>rr</u>o
race	<u>r</u>es
trace	t<u>r</u>es
too	t<u>i</u>
tall	t<u>a</u>l
ten	t<u>e</u>n
tuna	t<u>u</u>na

Examples, continued

English	Spanish
photo	foto
hoe	jo
hurrah	jurar
meal	mil

C. Given 5 pairs of Spanish words (some identical, some minimal pairs) students can identify which word has the double r with 100% accuracy

Examples:	1	2
1) pero perro		X
2) coro corro		X
3) mirra mira	X	
4) era erra		X
5) parra para	X	

Further Examples

r -	rr -
torear	torrear
barato	barrato
caro	carro
cero	cerro
ahora	ahorra
si era	sierra

2. To reproduce the sounds of Spanish adequately.
   A. Given for imitation 3 Spanish sentences orally, the student can reproduce the critical phonemes with 80% accuracy.

   Examples
   1) Juan tiene catarro.

   2) Tu conoces a Vicente.

   3) ¿Es usted el señor Rodriguez?

3. To imitate native Spanish intonation patterns.
   A. Given 3 taped Spanish sentences (containing known lexical items rearranged in a new order) the student can imitate with 100% accuracy the main syllable and sentence stress.

   Example:
   1) ¿Como se llama esa muchacha?

   2) Este es mi amigo Manuel.

   3) ¿Tienes hermanos?

Beginning Spanish A

4. To manipulate orally Spanish language patterns.
   A. Given 10 oral sentences with the verbs estar, tener, ser, llamarse (singular 1-3) in the present tense, the student can make appropriate changes in sentences in which the subject varies with 80% accuracy.

      Example:
      1) Allí están Ramón y Carlota.
         _____ Roberto (Allí está Roberto)
      2) Teresa es amiga de Elena, ¿ verdad?
         Tú _____
      3) Ella se llama María.
         Yo _____
      4) Nosotros tenemos tres primos en esta ciudad.
         Las señoritas _____

   B. Given 10 oral sentences with demonstrative adjectives, the student is able to make the appropriate change when given a new substantive. (80% accuracy)

      Example:
      1) Este es mi amigo Manuel.
         _____ María
      2) ¿ Quién es esa muchacha?
         ¿ _____ señor?

   C. Given 10 sentences containing masculine and feminine adjectives, singular and plural, the student is able to change the adjectives appropriately when given a new substantive. (90% accuracy)

      Example:
      1) Ramón es simpático.
         Luisa _____ (Luisa es simpática.)
         Vicente y Luis_____ (Vicente y Luis son simpáticos.)
      2) Es una chica muy lista.
         _____ chico _____. (Es un chico muy listo.)

   D. Given 5 questions based on learned materials, student will be able to give correct responses with 90% accuracy.

      Example:
      1) ¿ Cómo te llamas?
         Me llamo ____.
      2) ¿ Cuántos años tiene Juan?
         Juan tiene _____ años.
      3) ¿ Cómo estás?
         Estoy bien.
      4) ¿ Cómo es Elena?
         Elena es _____.

   E. Given the direction to ask 5 questions, students can ask 3 questions without grammatical error. (60% accuracy)

      Example:
      1) Juan, pregúntame cómo estoy.
         ¿ Cómo está usted, señora?

Example:
2) _____, pregúntale a María cuántos años tiene?
¿Cuántos años tienes, María?
3) Pregúntale a ese muchacho cómo se llama.
¿Cómo te llamas?
4) Pregúntale a Luisa si ella conoce a Miguel.
¿Conoces a Miguel?
5) Pregúntale a Juan cuál es su apellido.
¿Cuál es tu apellido?

5. To recognize visually selected sentences mastered orally.
Given 5 pairs of similiar sentences the student is able to identify the one which represents the Spanish sentence he hears spoken (80% accuracy).

a. Es la hermana de Alicia
b. Es el hermano de Alicia.

a. Es una chica graciosa.
b. Es un chico gracioso.

a. Mira, allí vienen las dos.
b. Mira, aquí vienen los dos.

a. Felipe y Julián son amigos de Elena.
b. Felisa y Juana son amigas de Elena.

6. To read aloud a few selected sentences.
Given 4 Spanish sentences, the student can read the critical graphemes with 80% accuracy.

1. Buenos días, Juan
2. Lucía es amiga de Elena, ¿ verdad?
3. Oye, ¿ Cómo se llama ese muchacho?
4. Ahora Teresa tiene catarro.

7. To locate on a map Spain, South America, Central America and Mexico.
Given a map of the world, student can locate these areas where Spanish is spoken.

8. To recognize that social customs and courtesies are different in different countries.
A student can list three ways in which Spanish behaviour may differ from behavior in the U. S. A.
Note: Answers may differ greatly according to the student's experiences, outside readings in English, etc.

Examples:
1. Stores in some Spanish-speaking countries or cities close at noon and the people go home for lunch and perhaps a nap.
2. There are very gay religious fiestas in many Spanish-speaking countries.
3. Spanish use a different way of speaking to a person depending on

Examples continued
his age, position, or relationship to the individual.

9. To recognize that languages cannot be equated word for word.
   A. Given 5 sentences in colloquial English, the student can state the meaning in different words.

1. I'm in a real spot!
   (I'm having trouble.)
2. You're pulling my leg.
   (You 're teasing me.)
3. Dig me, kid?
   (Do you understand me?)

Suggestion to teacher: Have student write at least 5 such expressions of his own and exchange in class.

10. To identify appropriate ways to learn a second language.
    Given 5 multiple choice questions, student can correctly identify the most useful ways of learning another language.

1. The main p pose of a pattern practice is:
   a. To repeat lots of new vocabulary words.
   b. To practice an important language structure so that you can use it automatically.
   c. To give the student a rest.
2. The natural order of learning language skills is:
   a. Listening, speaking, writing, and reading
   b. Listening, reading, speaking, and writing
   c. Listening, speaking, reading, and writing
3. Which of the following is the best rule to followin learning a foreign lanugage?
   a. We learn to do by doing.
   b. We learn to do by reading about it.
   c. We learn to do by thinking about it.
4. In order to speak Spanish well:
   a. One must read a book in Spanish.
   b. Memorize a written list of vocabulary words.
   c. Practice imitati ng and speaking Spanish
5. In the beginning a student needs to practice the sounds of Spanish before looking at the Spanish word because:
   a. He would probably pronounce the word like an English word
   b. The Spanish alphabet has more letters
   c. He might not be able to pronounce the word at all.
6. In learning English a Spaniard needs the most practice with:
   a. The sounds and structure of English which are similar to Spanish
   b. The sounds and structures of English which are different from Spanish
   c. All the sounds and structures of English with equal emphasis

Spanish Department

Course Number 371420 Beginning Spanish B

Description of Course:

A continuing study of Spanish with emphasis on understanding and speaking and minimum of reading and guided writing. The language skills are developed through structures and vocabulary related to the following topics: addresses, telling time, social activities.

Administrative Requirements:

1) A maximum of 30 students - 25 recommended
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) Maps of Spain, Latin America, Mexico
5) Access to a record player, film and film-strip projector, and other audio-visual aids
6) Sufficient number of textbooks; practice records recommended
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Beginning Spanish A

or

any student who demonstrates ability to perform adequately the objectives stated in Beginning Spanish A

Beginning Spanish B

Objectives of Course

The student is able:

1) to discriminate and reproduce sounds of Spanish accurately

2) to imitate native Spanish intonation patterns

3) to manipulate orally Spanish language patterns studied
   a. to make required changes in structure in pattern practices
   b. to respond appropriately to questions
   c. to ask directed questions

4) to recognize visually sentences mastered orally

5) to read aloud sentences mastered orally

6) to reproduce in written form sentences learned orally

7) to manipulate structures in written exercises

8) to respond accuractely in written form to selected questions based on dialogues

9) to demonstrate comprehension of short oral or written connected prose of learned material

10) to identify evidence of the presence of the Spanish language and influence in his world

Suggested Content

Phonology, Morphology, Syntax
Vocabulary, and Culture

From Basic Text
Entender y Hablar

Units 3- 8 (1968 ed.)
and other resource materials.

Beginning Spanish B

Suggested Resources, Materials, Media, Methods, Activities

List of Resources-see Appendix

Suggested Methods and Activities:

1) Memorize BDS for oral presentation.
2) Always review previously learned materials.
3) "Topics for Reports" should not be given as a written assignment until they have been done orally.
4) Mak. a clock with movable hands.
5) Visit a Spanish Restaurant.
6) Continue to use only Spanish in the classroom.

Beginning Spanish B

Unit III:

1. Reinforcement: subject-verb agreement, berbs to date
2. Subject pronouns
3. Vivir (present)
4. Del
5. Cardinal numbers

Unit IV:

1. Forms for time
2. Tomar, llegar, querer, salir comer (present)
3. Pronouns: indirect, object of preposition
4. Interrogative words: qué, quién, dónde, cránto, crando, cómo
5. Reinforcement: subject pronouns, subject-verb agreement

Unit V:

1. Negatives: No, nunca, ni, nada
2. Gustar, faltar with indirect object pronouns (present)
3. Familiar commands: toma, pasa, mira, haya
4. Direct object pronouns
5. Long form possessives: el mío, la mía

Unit VI:

1. Ir a and Infinitive (present)
2. Tocar, jugar
3. Object of preposition, indirect object
4. Gustar (conditional)
5. Days of week
6. Tener que & infinitive, Tener - años (present)
7. Negative
8. Agreement
9. Article usage

Unit VII:

1. Pensar (present)
2. Reinforcement of verbs for VI
3. Faltar with indirect object (present)
4. Present progessive
5. Review of past items

Unit VIII:

1. Date, months, seasons
2. Faltar...para...(present)
3. Tener ganas de, tener que (present)
4. Birthday, mayor - menor
5. Reinforcement: sir, ir, pensor (present)
6. weather expressions

Beginning Spanish B

Suggestions for Evaluation

1. A. Have student discriminate minimal pairs (taped-oral): English-Spanish contrasts; Spanish-Spanish contrasts.
   B. Have student imitate Spanish sentences of re-combined lexical items learned.
   (Note: If 2 recorders are available, a simple test, having the student record his name first and then his responses, can be administered without much difficulty. Limit to 3 sentences containing the most important phonemes - for faster grading.)

2. Have student imitate sentences with the important intonation patterns. May be administered as in 1B above.

3. Test manipulation of structure "live" and/or by recording student responses to pattern practices, questions and answers, directed question responses.

4. Give students a copy of sentences similar in written form, the student listens to a tape and choses the sentence that corresponds to what he hears.

5. Have student read sentences containing recombined structures and vocabulary learned; select items (1) that cause most interference from English and (2) the more difficult sounds of Spanish. (May be recorded as in 1B or "live".)

6. Have students copy dialogue sentences sometimes changing a specified item (ex: change the names of persons; change the objects to different objects; change the people from references to boys to references to girls etc.) Give dictations of sentences practiced in written form.

7. Give students "fill in the blank" exercises to make changes in important structural items.

8. Have students write answers to questions already mastered orally, previously read and written.

9. Ask questions on content (to be answered orally and/or perhaps in written form.)

10. Have students contribute to class discussions information or comments concerning Spanish-speaking people in the news or encountered in Atlanta (stores, street, etc.); list cities and states with Spanish names; note Spanish influence in movies or cultural events.

Spanish Department

Course Number 371430 Beginning Spanish C

Description of Course:

A continuing study of Spanish to increase comprehension and conversation skills, with some reading and limited writing and guided paragraphs. Language skills developed through structures and vocabulary related to the following topics: excursions, shopping, illnesses and accidents.

Administrative Requirements:

1) A maximum of 30 students - 25 recommended
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) Maps of Spain, Latin America, Mexico
5) Access to a record player, film and film-strip projector and other audio-visual aids
6) Sufficient number of textbooks; practice records recommended
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Beginning Spanish B

or

any student who demonstrates ability to perform adequately the objectives stated in Beginning Spanish B

Beginning Spanish C

Objectives of Course

The student is able:

1) to discriminate and imitate all the sounds of Spanish with some degree of control

2) to approximate native Spanish intonation patterns in longer sentences and paragraphs

3) to manipulate orally Spanish language patterns learned

   a. to make required changes in structure in pattern practices
   b. to respond appropriately to questions
   c. to ask directed questions
   d. to recombine learned structures and vocabulary in conversation

4) to recognize visually sentences mastered orally

5) to read aloud sentences mastered orally

6) to reproduce in written form sentences learned orally

7) to manipulate structures in written exercises

8) to respond accurately in written form to selected questions based on dialogues

9) to write short structured paragraphs based on specific questions

10) to demonstrate comprehension of somewhat longer selections

11) to identify different structures which have equivalent meaning.

12) to list 3 incidences which show the presence of Spanish-speaking people and Spanish-related events within his experience

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture

From Basic Text:

Entender Y Hablar

Units 9 - 12 (1968 ed.)

and other resource materials.

Beginning Spanish C

Suggested Resources, Materials, Media, Methods, Activities

List of Resources-see Appendix

Suggested Methods and Activities

1) Continue emphasis on oral work.
2) Encourage students to use the language in and out of class.
3) Don't elaborate on differences between the preterite and imperfect tenses. Students should grasp the difference through use.
4) Students can present skits based on material learned. (Teacher must give questions to serve as a guide)

Suggested Content

Unit IX:

1. Ir, pasar (preterite)
2. Reflexive: acordarse de (present)
3. Introduction to other preterite verbs
4. Reinforcement: del, other prepositions

Unit X:

1. Ordinal numbers
2. Hay que and infinitive
3. Poder & infinitive, tener que & infinitive (present)
4. Formal command: Siga
5. Ver, ser, comprar (preterite)
6. Personal a
7. Adjectives
8. Reflexive pronouns

Unit XI:

1. Tener expressions (present)
2. Telling time in past
3. Llegar (preterite), desear (present)
4. Impervect: acordarse, saber, estar

Unit XII:

1. Reflexive, indirect object pronouns
2. Preterite: caerme, romperme, tener
3. Parts of body
4. Sentirse, doler (present)

Beginning Spanish C

Suggestions for Evaluation

Objectives 1 - 8: refer to suggestions in Beginning Spanish A & B.

Objective 3D Have students plan and present to the class a short (6 sentences each) dialogue.

9. Give students questions which require answers recombining learned and written structures and vocabulary; the answers should form a short paragraph.

10. Ask questions on content only when students can refer to the source.

11. Given 2 lists of expressions, different in structure but equivalent in meaning, the student is able to match the expressions.

Examples:
1) Me llamo Juana, Mi nombre es Juana. Soy Juana.
2) ¿Qué tal? ¿Cómo estás? ¿Cómo te sientes? ¿Cómo te va?
3) Faltan 20 minutos para las 7 Son las 7 menos 20. Son las 7 y 40.
4) Me falta el cuchillo. No tengo cuchillo.
5) ¿Cuál es la fecha? ¿A cuántos estamos? ¿Qué día es?

Spanish Department

Course Number 372410 Intermediate Spanish A

Description of Course:

A continuing study of Spanish to develop facility in understanding and using in conversation basic language structures. The skill of reading is further developed through longer and more involved conversations. Writing is developed through guided paragraphs.

Administrative Requirements:

1) A maximum of 30 students - 25 recommended
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) Maps of Spain, Latin America, Mexico
5) Access to a record player, film and film-strip projector, and other audio-visual aids
6) Sufficient number of textbooks; practice records recommended
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Beginning Spanish C

or

any student who demonstrates ability to perform adequately the objectives stated in Beginning Spanish C

Intermediate Spanish A

Objectives of Course

The student is able:

1) to manipulate orally Spanish language patterns studied
   a. to make required changes in structure in pattern practices
   b. to respond appropriately to questions
   c. to ask directed questions
   d. to recombine with more frequency and ease learned structures and vocabulary in conversation
   e. to respond consistently in Spanish

2) to recognize visually sentences mastered orally

3) to read aloud sentences mastered orally

4) to reproduce in written form sentences learned orally

5) to manipulate structures in written exercises

6) to respond accurately in written form to questions based on dialogues

7) to show skill in writing short structured paragraphs

8) to read and comprehend narrative selections

9) to write with some skill answers to questions based on reading selections

10) to locate Mexico City on a map of as well as places previously learned

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture

From Basic Text
Entender y Hablar

Unit 13 - 16 (1968 ed.)

and other resource materials

Intermediate Spanish A

Suggested Content

Unit XIII:

1. Present perfect tense
2. Reinforcement: saber (present), gustar indirect objects, objects of prepositions, adjective agreement, imperfect and preterite forms in questions
3. Introduction of narrative paraphrases

Unit XIV:

1. Future: ir, jugar, salir, ver, llevar, encargarse
2. Reinforcement: present progressive, direct and indirect objects, telling time, imperfect and preterite forms.

Unit XV:

1. Acabar (present)
2. Haber (imperfect)
3. Ir (present subjunctive)
4. Longer dialogs, paraphrase
5. Tense variety in questions
6. Review of past pattern drills

Unit XVI:

1. Review of past pattern drills
2. Imperative forms
3. Gustar and indirect objects
4. Reading selected conversations from Supplementary Conversations.

Intermediate Spanish A

Suggested Resources, Materials, Media, Methods, Activities

Resources - See General list of Resources

Suggested Methods and Activities

1) Continued emphasis is placed on developing the audio-lingual skills with an increase in developing the reading and writing skills. (Preparation for transition to Level 2).
2) Telephones can be secured for a more life-like presentation of dialogs.
3) Use Spanish consistently in the classroom (Useful classroom expression can be found in the teacher's manual).
   a. Imitate what you hear - Imita lo que oiga.
   b. You must not look at the text now. No debes mirar el texto ahora.
   c. Now look at the mimeographed sheet. Ahora ve (consulte) la hoja mimeografiada.
   d. You must memorize the entire dialog. Debes aprender de memoria el diálogo entero.
   e. Put on your headphones. Ponte los auriculares.
   f. Put them away (headphones) Guárdalos.
   g. Bring the microphone closer to you. Acerca más el micrófono hacia usted.

Suggestions for Evaluation

Objectives 1-9 refer to suggestions for Beginning Spanish A & B

Objective 1D. Have student plan and present longer conversations on varied topics

Give students outline map, have them locate Mexico City and other places previously learned.

Spanish Department

Course Number 372420 Intermediate Spanish B: Mexico

Description of Course:

A continuing study of Spanish, with beginning emphasis on the skills of reading and writing. Increasing facility in understanding and speaking is developed through continued practice. Reading selections and discussions are centered around the country and people of Mexico.

Administrative Requirements:

1) A maximum of 30 students - 25 recommended
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) Maps of Spain, Latin America, Mexico
5) Access to a record player, film and film-strip projector and other audio-visual aids
6) Sufficient number of textbooks; practice records recommended
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Intermediate Spanish A

or

any student who can demonstrate ability to perform adequately the objectives stated in Intermediate Spanish A.

Intermediate Spanish B: Mexico

Objectives of Course

The student is able:

1) to manipulate orally cumulative structures and vocabulary as needed for communicating in appropriate situations

2) to formulate and present with reasonable fluency short oral reports

3) to read orally in a manner to convey the thought to listeners

4) to read silently with understanding prose selections with a few unfamiliar words

5) to recognize newly-acquired vocabulary in a different context

6) to use appropriately newly acquired vocabulary in oral and written exercises

7) to manipulate structures in written exercises

8) to write structured paragraphs using cumulative structures and vocabulary

9) to locate Guadalajara, Mexico City and Monterrey on a map of Mexico

10) to list some differences in daily life in Mexico and the United States

11) to list some of the influences of Spanish-speaking people on American culture

12) to list some influences that the United States has had on modern Mexico

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture

From Basic Text

En las Américas - Chapters I - V

Intermediate Spanish B: Mexico

Suggested Resources, Materials, Media, Methods, Activities

Required Materials:
En las Américas - Tapes, tests, filmstrips and Teacher's Manual for
En las Américas and/or Hablar y Leer
List of Resources see Appendix

See General Suggestions for use of En las Americas and/or Hablar y Leer:

Unit I

1. En las Américas presents 2 introductory chapters not included in Hablar y Leer. Teachers using Hablar y Leer should also be familar with these chapters.
2. Teacher's manual for Hablar y Leer must be read by teacher to understand methods of the teaching of reading. Also advisable is an extensive explanation to class from this section.
3. Tapes should be played before material is read. Tapes from En las Americas are perferrable to Hablar y Leer tapes.
4. Introduction to Spanish Speaking World filmstrip from Hispanic World Filmstrips series is most appropriate during this unit.
5. Name cards by Holt can be used imaginatively throughout the book.

Unit II

Same as Chapter one

Unit III (Unit 1)

1. Así se Dice, Houghton-Mifflin has additional names of members of family
2. La Familia Fernández films
3. Supplement for stem changing verb and orthographic changing verbs in AIM II, Unit 14

Unit IV (Unit 2)

1. Supplementary film, La Familia Fernández Lesson 34
2. AIM II, Unit 16 and 22 is good for drills on present subjunctive. Also Entender y Hablar, Chapter 17.
3. State Department and Atlanta City films on towns similiar to Guadalajara available

Unit V (Unit 3)

1. National Geographic Magazine; February 1966 "St. Augustine, Nation's Oldest City"
2. Further drills on possessives (long forms) can be found in AIM II, Unit 17

Intermediate Spanish B: Mexico

Suggestions for Evaluation

1. Have students perform pattern practices, answer questions, ask questions, present conversations.

2. Have students present oral reports.

3. Have students read selections to class with expression.

4. Ask questions (orally or in writing).

5. Use newly-acquired vocabulary in narrations (orally and written) and have students answer questions demonstrating their comprehension of the vocabulary in context.

6. Give oral or written exercises which require the use of newly-acquired vocabulary.

7, 8, 9. Refer to suggestions in previous quarters.

10. Differences in school life and family life could be included.

Spanish Department

Course Number 372430 Intermediate Spanish C: Guatemala, Venezuela, Colombia

Description of Course:

Reading and writing skills are expanded as practice in understanding and speaking Spanish is continued. Reading selections and discussions are concerned with the countries and people of Guatemala, Venezuela, and Colombia.

Administrative Requirements:

1) A maximum of 30 students - 25 recommended
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) Maps of Spain, Latin America, Mexico
5) Access to a record player, film and film-strip projector and other audio-visual aids
6) Sufficient number of textbooks; practice records recommended
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Intermediate Spanish B: Mexico

or

any student who can demonstrate ability to perform adequately the objectives stated in Intermediate Spanish B: Mexico.

Intermediate Spanish C: Guatemala, Venezuela, Colombia

Objectives of Course

The student is able:

1) to manipulate orally cumulative structures and vocabulary as needed for communicating in various situations

2) to read Spanish with more facility in understanding

3) to identify adequately meaning of vocabulary in reading selections through context clues and explanation in the language

4) to manipulate cumulative structures and vocabulary in written exercises

5) to write resumes and short reports related to reading selections (with good control of structures used, good pronunciation and intonation)

6) to locate on a map the following countries and cities: Guatemala, Antigua; Venezuela, Caracas; Colombia, Bogota

7) to identify certain aspects of the lives of Indians of Guatemala

8) to list similarities in life in the large cities of St. Louis and Caracas

9) to describe certain pastimes of Spanish-speaking people

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture

From Basic Text
Hablar y Leer: Chapters 4-8
En Las Américas: Chapt:VI-X

Intermediate Spanish C: Guatemala, Venezuela, Colombia

Suggested Resources, Materials, Media, Methods, Activities

Required Materials: Sames As Intermediate Spanish B
List of Resources-see Appendix

See General Suggestions for use of Hablar y Leer

Unit VI (Unit 4)

1. ALM II, Units 12, 14, 16 contains excellent drills on object pronouns
2. Also, drills for preterite tense are found in ALM II Units 13, 16 and 17
3. City films on Guatemala and Antiqua are located in Social Studies Section
4. See Guatemala filmstrip in Hispanic World Series

Unit VII (Unit 5)

1. ALM II, Units 14 has reflexive pronoun practice drills.
2. Unit 15, ALM II introduces the imperfect; Unit 17 compares preterite vs. imperfect

Unit VIII (Unit 6)

1. Hispanic World Filmstrips - Venezuela
2. City and State films in language and geography sections
3. La Familia Fernandez, Lesson 51 presents and excellent section on driving
4. Oral Drills in Spanish: Houghton, Mifflin has good drills on past subjunctive

Unit IX (Unit 7)

1. ALM II, Unit 18 presents (regular and irregular) future tense practice

Unit X (Unit 8)

1. City and State films on Bullfighting and Colombia
2. Hispanic World filmstrips - Colombia
3. "The Death of Manolete" on tape or record is available at Instructional Services Center
4. Toros Without Tears, a little book explaining bullfighting is delightful

Intermediate Spanish C: Guatemala, Venezuela, Colombia

Suggestions for Evaluation

Objectives 1 - 6: Refer to suggestions for previous quarters. (Note: newly acquired vocabulary should be used frequently in oral reports, conversations, written reports, etc.)

7. Dress, festivals, and religions could be included.

9. Music festivals, Bullfights, recreation could be included.

Spanish Department

Course Number 373410 Intermediate Spanish D: Indian Element of South America

Description of Course:

Skill in reading and writing Spanish is increased through the reading of selections and the writing of short reports. Facility in understanding and speaking Spanish is further developed through conversation and some discussion of reading selections. Topics included are particularly concerned with the Indians of Ecuador and Peru.

Administrative Requirements:

1) A maximum of 30 students - 25 recommended
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) Maps of Spain, Latin America, Mexico
5) Access to a record player, film and filmstrip projector and other audio-visual aids
6) Sufficient number of textbooks; practice records recommended
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Intermediate Spanish C: Guatemala, Venezuela, Colombia

or

any student who can demonstrate ability to perform adequately the objectives stated in Intermediate Spanish C: Guatemala, Venequela, Colombia.

Intermediate Spanish D: Indian Element of South America

Objectives of Course

The student is able:

1) to manipulate orally cumulative structures and vocabulary as needed for communicating in various situations

2) to read longer selections with more facility in understanding

3) to initiate a few questions related to reading selections

4) to identify with more facility meaning of vocabulary in reading selections through context clues and explanation in the language

5) to manipulate cumulative structures and vocabulary in written exercises

6) to write resumes and short reports, based on reading selections and related topics

7) to describe courses and activities in a "high school" in Peru

8) to discuss the influences of Indians in Ecuador

9) to list some characteristics of the Inca civilization and its influences on modern Peru

10) to list some ways geography affects the lives of Peruvians

11) to locate on a map Peru, Machu Picchu, Cuzco, Lima, Quito

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture

From Basic Text
Hablar y Leer: Chapters 9-12
En las Américas: Chapters XI-XII
Hablar y Leer: Chapters 11-12

Intermediate Spanish D: Indian Element of South America

Suggested Resources, Materials, Media, Methods, Activities

Required Materials: Same as Intermediate Spanish B
List of Resources-see Appendix

See General Suggestion for use of Hablar y Leer:

Methods, Activities:
To fulfill the objectives for this quarter it will be necessary for the teacher to do the following:

1. Re-introduce reading technique (Teacher's Manual of Hablar y Leer, p. 13 - 16)
2. Discuss the formal study of grammar (Hablar y Leer Manual p. 159 - 160)
3. Introduce question-making (Manual, p. 160 - 165; p. 195 - 199)
4. Discuss making of topic outline beginning with Hablar y Leer, Chapter 11

Suggestions:

a. Selecting topic sentences from paragraphs on Charla de Sobremesa. (Sample outline on board of first page by teacher is helpful)
b. Use topic outline sentences in Teacher's Manual. Write on board for students. They may then choose smaller topics on these larger topics.
c. See Teacher's Manual Hablar y Leer; section on topic outline

5. Write Pan American Union Washington, D. C. for information particularly appropriate for Chapter 11 and for OAS for Chapter 16.

Unit XI (Unit 9)

1. ALM II, Unit 12, has good exercises for present progressive

Unit XII (end of En las Americas) (Unit 10)

1. Hispanic World Filmstrips - Ecuador
2. City and State films on Ecuador
3. ALM I, Unit 11 provides drills on present perfect tenses
4. Entender y Hablar, Chapter 15, 18 presents drills in perfect tenses
5. Oral Drills in Spanish for further practice with perfect

Unit 11

1. Begin topic outline study. See page 4 of guide
2. Pan American Union provides a gread source for materials.
3. Unified Spanish, Cabot and Cabor, Oxford Book Company, is excellent source for generalizations on use of articles.
4. ALM II, Unit 13 & ALM III, Unit 31, give review for ser-estar

Intermediate Spanish D: Indian Element of South America

Suggestions for Evaluation

Objectives 1 - 6: Refer to suggestions for previous quarters.

7: Descriptions could include contrasts with student's own high school.

8: Discussion (either oral or written) could include influences on dress, economy, language architecture, education, government, legends, communication, transportation and agriculture.

9: Use outline map.

Spanish Department

Course Number 37342 0 Intermediate Spanish E: Bolivia, Chile, Argentina, Uruguay

Description of Course:

Further skill in Spanish is developed through reading selections, writing reports, conversing, and discussing selections read. Reading selections and discussions are concerned with the countries and people of Bolivia, Chile, Argentina, and Uruguay.

Administrative Requirements:

1) A maximum of 30 students - 25 recommended
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) Maps of Spain, Latin America, Mexico
5) Access to a record player, film and film-strip projector and other audio-visual aids
6) Sufficient number of textbooks; practice records recommended
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Intermediate Spanish D: Indian Element of South America

or

any student who can demonstrate ability to perform adequately the objectives stated in Intermediate Spanish D: Indian Element of South America.

Intermediate Spanish E: Bolivia Chile, Argentina, Uruguay

Objectives of Course	Suggested Content
The student is able:	Phonology, Morphology, Syntax, Vocabulary, and Culture
1) to manipulate orally cumulative structures and vocabulary as needed for communication in varied situations	From Basic Text <u>Hablar y Leer</u>: Chapters 13 - 16
2) to read longer selections with more facility in understanding	
3) to initiate simple conversations and contribute comments in the classroom discussions	
4) to initiate several questions related to reading selections	
5) to show some degree of skill in identifying vocabulary encountered in reading selections	
6) to manipulate cumulative structures and vocabulary in written exercises	
7) to write resumes and reports based on reading selections and related topics	
8) to read independently a short article in Spanish related to a specified topic and contribute some information to the class	
9) to list effects of geography on the population of Bolivia	
10) to compare pastimes of Chileans with those of Americans	
11) to list similarities of cultural activities in Argentina and the United States	
12) to compare and contrast the government of Uruguay with that of the United States	
13) to define the purpose of the Organization of American States	
14) to locate on a map the countries of Bolivia, Chile, Argentina and Uruguay and their capital cities: La Paz, Valparaiso, Buenos Aires, and Montevideo	

Intermediate Spanish E: Bolivia, Chile, Argentina, Uruguay

Suggested Resources, Materials, Media, Methods, Activities

List of Resources-see Appendix

See General Suggestions for use of Hablar y Leer

Unit 12

1. Hispanic World Filmstrips - Peru
2. City and State films on Peru I - II
3. Iberoamérica, Scribners, is suggested for teacher's reading on Inca civilization
4. National Geographic, 1968
5. ALM II, Unit 12, for practice with infinitives after prepositions

Unit 13

1. Hispanic World Filmstrips - Bolivia
2. City and State films on Bolivia
3. ALM II, Unit 14 - 15 for extra drills on adjectives
4. ALM II, Unit 17 has good imperfect vs. preterite practice
5. Topic outlines are an excellent way of handling the report

Unit 14

1. City and state films - Chile
2. Hispanic World filmstrip on Chile
3. Oral Drills in Spanish for position of direct and indirect object pronoun practice
4. ALM III, Unit 22-23, 28, 30 for good drills on use of subjunctive
5. ALM II, Unit 12, 17 indirect object pronouns

Unit 15

1. Hispanic World filmstrip - Argentina
2. City and state films on Argentina
3. For drill on imperative consult ALM II, Unit 17, 19 - 20

Unit 16

1. Hispanic World filmstrip - Uruguay
2. City and state films - Uruguay
3. ALM II, Unit 17, has good drills on long forms of possessives
4. Use information on OAS for reports

Intermediate Spanish E: Bolivia, Chile, Argentina, Uruguay

Suggestions for Evaluation

Objectives 1 - 8: Refer to suggestions in previous quarters

9. List effects related to communication, transportation, economy

10. Include similarities and contrasts. Similarities: skiing Contrasts: horseback riding, rodeo

11. Include theatre, radio, TV, movies, etc.

12. Discuss (orally or in writing) differences and similarities in structure, functions and powers of various governments.

13. Write a definition of the purpose of the O. A. S.

14. Use outline maps.

Spanish Department

Course Number 373430 Intermediate Spanish F: A Visit to Spain

Description of Course:

A course to develop more facility and independence in the use of the skills of understanding, speaking, reading, and writing Spanish with appropriate use of the essential structures of the language. Selections included concern various regions of Spain, the people, and their way of life.

Administrative Requirements:

1) A maximum of 30 students - 25 recommended
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) Maps of Spain, Latin America, Mexico
5) Access to a record player, film and film-strip projector and other audio-visual aids
6) Sufficient number of textbooks; practice records recommended
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Intermediate Spanish E: Bolivia, Chile, Argentina, Uruguay

or

any student who can demonstrate ability to perform adequately the objectives stated in Intermediate Spanish E: Bolivia, Chile, Argentina, Uruguay.

Intermediate Spanish F: A Visit to Spain

Objectives of Course

The student is able:

1) to use Spanish in conversations and in discussions of material read and related topics

2) to read Spanish with facility in understanding

3) to summarize in writing the material read

4) to list several relationships between English and Spanish (to demonstrate some understanding of concept of language)

5) to read independently an appropriate short work or short selections and to contribute information to the class from this reading

6) to locate on a map of Spain some provinces and cities

7) to discuss some historical events and personages of Spain

8) to contrast some regions in Spain

9) to discuss various attitudes and values held by various Spanish-speaking people

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture

From Basic Text
Hablar y Leer: Chapters 17 - 20

Intermediate Spanish F: A Visit to Spain

Suggested Resources, Materials, Media, Methods, Activities

List of Resources-see Appendix

See General Suggestions for use of Hablar y Leer

Unit 17

1. City films ("Tierras de España" and "Costa de España") and state films are excellent
2. Hispanic World filmstrip - The Mediterranean Cost
3. Class reports on El Cid and regions and cities of Spain
4. Cumbres, Holt has a good Chapter on El Cid
5. EBF, Emilio en Espana, Lessons 1, 21 pertain to this material.

Unit 18

1. ALM II, Unit 20, ALM III, Unit 25 - have good drills on comparatives
2. EBF, Emilio en España, Lesson 24 - 26 has La Alhambra and Generalife.
3. Hispanic World Filmstrip - Andalucía
4. Cumbres, Holt presents and excellent chapter on the Moors of Spain.

Unit 19

1. Hispanic World Filmstrip - Castilla
2. EBF, Emilio en Espana, Lessons 6, 9 - 10 has La Granja, Orillas del Tajo and Calles de Toledo
3. Cumbres, Holt has a chapter on Lazarillo de Tormes
4. ALM II, Unit 18 deals with negatives

Unit 20

1. Two Hispanic World filmstrips: Madrid and La Mancha
2. Cumbres, Holt has different selections from Don Quijote.
3. Record of Man from La Mancha is available
4. EBF, Emilio en España, Lessons 11 - 13 gives good supplementary material on Don Quijote.
5. ALM II, Unit 16 has good drills on the passive.
6. City film "Castillos en España" is very good.

Intermediate Spanish F: A Visit to Spain

Suggestions for Evaluation

Objectives 1, 2, 3, 5, 6: Refer to suggestions for previous quarters

4. List could include some of the following plus an example of each:
   a. English and Spanish word order differs, especially in questions, limiting words.
   b. The sounds of Spanish are much more related to one consistant written form than the sounds of English.
   c. In Spanish meaning is often changed by changing word endings. In English we use additional words.
   d. Stress in intonation in English is a major key to meaning. In Spanish differences are more often made by word choice.

7. May vary according to independent readings, but should include significant events and personages.

8. Contrast regions with regard to foods, dress, recreation, occupations, and attitudes as influenced by geography, heritage, ancestory, etc.

9. Discussion of the following topics might be included: religion, friendships, time, mechanization, daily living, material goods, honor, etc.

Spanish Department

Course Number 374420 A Mexican Novel: La Parcela

Description of Course:

Reading of "La Parcela", a story of life in rural Mexico at the end of the 19th century.

Administrative Requirements:

1) A maximum of 20 students
2) A tape recorder in the classroom
3) Access to a record player, film and film-strip projector and other audio-visual aids
4) Sufficient number of texts
5) Appropriate recorded tapes for the teacher
6) Class sessions of 90 minutes, 3 days a week on alternating days recommended

Course recommended for any student who has successfully completed Intermediate Spanish F: A Visit to Spain

or

any student who can demonstrate adequate performance of oral and written skills as stated in the objectives of Intermediate Spanish F: A Visit to Spain.

A Mexican Novel: La Parcela

Objectives of Course

The student is able:

1) to follow conversation, class discussion, or short lecture in Spanish

2) to contribute to class discussion

3) to read Spanish easily for comprehension

4) to prepare in and out of class a written summary or report in Spanish with access to needed materials

5) to discuss certain aspects of rural Mexican life during the late 19th century

6) to describe social and economic conditions of rural Mexican society of the 19th century

7) to compare the 19th century rural Mexican life and rural life of that period in America.

Suggested Content

From Basic Text
ALM Level IV Units 36 - 40.

A Mexican Novel: La Parcela

Suggested Resources, Materials, Media, Methods, Activities

Resources:
Tapes for ALM Level IV Units 36 - 40
Map of Mexico
Realia fo 19th Century Mexico
3 - 5 Spanish - English dictionaries
Iberoamérica, Scribners

Methods, Activities
1. "Word Study"
   a. Read descriptions of words
   b. Write original sentences using new words.
2. Assign pages for reading by dividing unit into groups of 3 to 4 pages per night. For example: Unit 36 p. 4 - 7, 8 - 11, 12 - 14, 15 - 18. In some cases, students may be able to read more or less depending on ability
3. Discuss what has been read by means of question and answer session.
4. Spot read for pronunciation and difficult constructions.
5. Use questions at end of Chapter for discussion in class. "Para Hablar"
6. At an appropriate time the "Para Escribir" may be assigned for homework or for written work in class.
7. Ask for definitions for synonyms of words studied from time to time in class make sure they are given in Spanish
8. Assign one night for "Grammatical Notes" and "Idioms"
9. Discuss grammar and do oral drills in class.
10. Use ALM Level IV tapes for practice in reading and for oral test. Students should be familiar with idioms and important expressions in Chapter before they take test.
11. Review by asking for descriptions of main characters, summarizing action of story, or writing summary of story.
12. Refer to questions at end of Chapter for principal ideas of each unit Teacher will also be able to think of important ideas for class discussion or for testing purposes, etc.
13. Use "Writing" at end of each chapter for theme, test, or for writing practice.

A Mexican Novel: La Parcela

Suggestions for Evaluation

1. Ask oral or written questions or request an oral or written summary after students listen to:
   a. taped conversation
   b. taped reading or lecture
   c. class discussion
   d. lecture or paragraph read by teacher
   e. lecture or report of classmate.

2. Students should ask relevant questions and make appropriate comments.

3. Students are given a paragraph or short selection to read. They then answer questions about:
   a. content
   b. structures
   c. idioms
   d. vocabulary
   e. style

4. Given text and Spanish-English dictionary write on relevant topic. (Para Escribir has good suggestions) These are graded on use of vocabulary and structures and on expression of ideas:
   Refer to Hispania March 1968 p. 126

5. Should mention daily life, family, values, ways of seeking justice.

Spanish Department

Course Number 374430 A Spanish Drama: "Los Arboles Mueren de Pie"

Description of Course:

A study of a contemporary three-act play by Alejandro Casona. It is the story of one man's attempt to help his fellowmen find happiness in the modern age of mechanization and impersonality.

Administrative Requirements:

1) A maximum of 20 students
2) A tape recorder in the classroom
3) Access to a record player, film and filmstrip projector and other audio-visual aids
4) Sufficient number of texts
5) Appropriate recorded tapes for the teacher
6) Class sessions of 90 minutes, 3 days a week on alternating days recommended

Course recommended for any student who has successfully completed Intermediate Spanish F: A Visit to Spain

or

any student who demonstrates adequate performance of oral and written skills as stated in the objectives of Intermediate Spanish F: A Visit to Spain.

A Spanish Drama: "Los Arboles Mueren de Pie"

Objectives of Course

The student is able:

1) to follow conversation, class discussion, or short lecture in Spanish

2) to contribute to class discussion

3) to read Spanish easily for comprehension

4) to prepare in and out of class a written summary or report in Spanish with access to needed materials

5) to give a short, planned talk in Spanish on a chosen topic

6) to describe the emotions to people with different cultural backgrounds

7) to discuss the place of servants in Spanish family structure in the early 20th century

8) to discuss Casona's portrayal of certain character types

9) to discuss the ties between generations in Spanish families

Suggested Content

From Basic Text
ALM: Level IV Units 44 - 47

A Spanish Drama: "Los Arboles Mueren de Pie "

Suggested Resources, Materials, Media, Methods, Activities

Resources:
Tapes for ALM: Level IV Units 44 - 47
Blank tapes to use for recording student performance
3 - 5 Spanish-English dictionaries
props appropriate to performance of play.

Methods, Activties:

1. An introduction to the vocabulary of the theatre
2. Word study
   a. read sentences using words
   b. make original sentences employing new words.
   c. discuss and use any related words. eg. "comodidad" -- cómodo
3. The drama
   a. This should be read aloud
   b. Students can be assigned parts to be acted in class.
   c. Question-Answers technique is effective for plot development
   d. Descriptions of staging and characters are good for lengthy discourse
   e. Use ALM Level IV tapes for practice in reading and for oral tests. Students should be familiar with idioms and important expressions before taking test.
4. Para hablar - This should be used to develop discussion in class. As the teacher desires, he may add additional questions.
5. Para escribir - This may either be done as homework, theme in class or oral discussion.
6. Assign one night for "Grammatical Notes" and "Idioms"
7. Discuss grammar and drill orally in class.
8. "Writing" at the end of each unit may be used as a theme or conversation.
9. Tests may be made from "Para Hablar", "Writing" or may be simple question-answer tests.
10. Discussion may be centered around some topics interesting to the student not mentioned in the text.
    a. The moral obligation of Mauricio
    b. Mauricio's attitude toward his work
    c. Contrast the ideas of love as expressed by "La Abuela" and Isabel
    d. Conjectures on the futures of the principle characters

A Spanish Drama: "Los Arboles Mueren de Pies"

Suggestions for Evaluation

1. Ask oral or written questions or request an oral or written summary after students listen to:
   a. Taped conversation
   b. taped reading or lecture
   c. class discussion
   d. lecture or paragraph read by teacher
   e. lecture or report of classmate

2. Students should ask relevant questions and make appropriate comments.

3. Students are given a paragraph or short selection to read. They then answer questions about:
   a. content
   b. structures
   c. idioms
   d. vocabulary
   e. style

4. Given text and Spanish-English dictionary write on relevant topic. (Para Escribir has good suggestions) These are graded on use of vocabulary and structures and on expression of ideas:
   Refer to Hispania March 1968 p. 126

5. Give planned talk which is graded on adequate use of structure, control of vocabulary, and reasonable fluency.

6. Discuss love of self, others, family and revenge, disperation.

7. Jobs, attitudes toward family, family's attitude toward servant.

8. Young girl, secretary, pastor, director, clown.

9. The sentiments of the grandparents toward grandson.

Spanish Department

Course Number 374440 Spanish-Speaking Teenager

Description of Course:

A study of the lives, relationships, and activities of Spanish-speaking young people with discussions of similarities and differences as compared with various aspects of the lives of American young people.

Administrative Requirements:

1) A maximum of 20 students.
2) A tape recorder in the classroom
3) Access to a record player, film and filmstrip projector and other audio-visual aids
4) Sufficient number of texts
5) Appropriate recorded tapes for the teacher

Course recommended for any student who has successfully completed Intermediate Spanish F: A Visit to Spain

or

any student who demonstrates adequate performance of oral and written skills as stated in the objectives of Intermediate Spanish F: A Visit to Spain.

Spanish-Speaking Teenager

Objectives of Course

The Student is able:

1) to follow conversation, class discussion, or short lecture in Spanish

2) to contribute to class discussion

3) to read Spanish easily for comprehension

4) to give a short, planned talk in Spanish on a chosen topic

5) to identify various features of family life of Spanish-speaking people

6) to discuss activities and relationships of Spanish-speaking people

7) to discuss influences of culture and tradition on the behavior of Spanish-speaking teenagers

8) to contrast the lives of Spanish-speaking teenagers with those of American teenagers

9) to describe various ideas of Spanish-speaking teenagers about American youth

10) to identify some factors contributing to these ideas of Spanish-speaking teenagers.

Suggested Content

From Basic Text:
Leer, Hablar y Escribir Holt, Rinehart
Basic Content:
Play: Criado, "Cuando las nubes cambiaron de nariz"; Article: Número Uno - Impressiones de un estudiante"
"Rumbo al Mundial"
"Objecto e importancia de la física"
"Está Segura"
Número dos:
"Cortesía del Tratamiento"
"Brasil se adjundico"
Número cinco:
"Comedia de Eduardo Criado"
"Entrevista"
"'La Novia'"
"Cortesía del Teatro"
Número siete:
"Escuela cential"
"Idioma y patria"
"Las cuatro Américas"
"Inglés para españoles"
"La Pared"

Spanish-Speaking Teenager

Suggested Resources, Materials, Media, Methods, Activities

Resources:
Tapes for Leer, Hablar y Escribir
Teacher's Manual for Leer, Hablar y Escribir
Pen Pals
Magazines and newspaper articles relating to teenagers

Methods, Activities
1. The Teacher's Manual is useful in background material, notes, and and discussion topics.
2. Hablar y Escribir suggests conversation patterns and topics. It also contains excellent exercises.
3. The play "Cuando las nubes"
   a. play tape
   b. read aloud
   c. dramatize
   d. question-answer technique to develop plot.
   e. descriptions of characters and staging are good for discourse.
   f. topics listed in "Hablar y Escribir" for discussion or writing
   g. additional discussion on
      1. author's technique
      2. similar plays
      3. student reaction to teenagers presented
      4. obligations of parents

Spanish-Speaking Teenager

Suggestions for Evaluation

1. Ask oral or written questions or request an oral or written summary after students listen to:
   a. taped conversation
   b. taped reading or lecture
   c. class discussion
   d. lecture or paragraph read by teacher
   e. lecture or report of classmate

2. Students should ask relevant questions and make appropriate comments

3. Students are given a paragraph or short selection to read. They then answer questions about:
   a. content
   b. structures
   c. idioms
   d. vocabulary
   e. style

4. Given text and Spanish-English dictionary write on relevant topic. (Hablar y Escribir has good suggestions) These are graded on use of vocabulary and structures and on expression of ideas:
   Refer to Hispania March 1968 p. 126

5. relationships of relatives, meal customs, duties of teenagers, occupations and duties of parents, religion

6. dating, sports, school, hobbies, jobs

7. church, ancestors

8. family life, activities

9. freedom, money, dating, family

10. books, movies, acquaintances, communication media

Spanish Department

Course Number 374450 Courtesies and Customs in Spanish-Speaking Countries

Description of Course:

An in-depth study of social courtesy and holidays in Spanish-speaking countries. Discussion of courtest includes courtesy in public places, such as the theatre, restaurants, stores, and soccer games; the use of the telephone; table etiquette. Discussion of holidays includes celebrations of Día de la Raza, Día de Difuntos, la Navidid y Pascua Florida.

Administrative Requirements:

1) A maximum of 20 students
2) A tape recorder in the classroom
3) Access to a record player, film and filmstrip projector, and other audio-visual aids
4) Sufficient number of texts
5) Appropriate recorded tapes for the teacher

Course recommended for any student who has successfully completed Intermediate Spanish F: A Visit to Spain

or

any student who demonstrates adequate performance of oral and written skills as stated in the objectives of Intermediate Spanish F: A Visit to Spain.

Courtesies and Customs in Spanish-Speaking Countries

Objectives of Course	Suggested Content
The student is able:	From Basic Text: Leer, Hablar y Escribir
1) to follow conversation, class discussion, or short lecture in Spanish	Articles on Cortesía p. 6, p. 176, p. 202, p. 243 Additional articles on p. 8, "Como buscar un nombre..." p. 9, "Como llamar por teléfono" p. 34, "El Descubrimiento de America" p. 36, "Estampa del Almirante" p. 56, "Servicio de Mesa" p. 98, "Lo que lleva el Rey Gaspar" p. 100, "Llegan los Reyes Magos" p. 106, "Tradiciones gastronómicas de la Epifanía" p. 123, "Seleccione con tiempo sus regalos" p. 174, "Elegancia Masculina: p. 240, "Cumplió dieciséis años" p. 241, "Diez consejos"
2) to contribute to class discussion	
3) to read Spanish easily for comprehension	
4) to prepare in and out of class a written summary or report in Spanish with access to needed materials	
) to give a short, planned talk in Spanish on a chosen topic	
6) to discuss social courtesies of the Spanish-speaking people	
7) to contrast social courtesies of the Spanish-speaking countries with various social courtesies in the United States	Basic Tapes or Text: Galeria Hispanica
8) to describe certain celebrations in Spanish-speaking countries	Cuadro 13: "Semana Santa" "El Carnaval"
9) to discuss the significance of holidays in the lives of Spanish-speaking people	Cuadro 15: "Costumbres del dia de los difuntos"
10) to contrast celebrations in Spain, Latin America, and the United States	Cuadro 16: "Pólvora en fiestas" "San Fermín"

Courtesies and Customs in Spanish-Speaking Countries

Suggested Resources, Materials, Media, Methods, Activities

Resources:
Tapes for Leer, Hablar y Escribir
Films: EBF "Bailes Regionales" "El Cumpleaños de Pepita"
Books: Espana: Síntesis de su civilización - Scribners
Iberoamerica: Síntesis de su civilización - Scribners
Spanish for Secondary Schools Levels 4 & 5 - Heath
Por Tierras de Espana - Holt
Magazines, catalogue (calendar) from - Gicina de Lurismo - Madrid, Spain
U. S. Office of Health Education & Welfare "Fiestas en Mexico"
Blanco y Negro, Life in Spanish - are good sources for visual
Espana Semanal published by Spanish Embassy Washington D. C. has articles describing holidays.

Methods, Activities:
1. Tapes provice listening comprehension and oral practice.
2. "Hablar y Escribir" provides oral and written exercises.
3. Outside reading from additional texts used for short reports.
4. Teacher's Manual for Leer, Hablar y Escribir gives additional discussion topics background material and notes.
5. Class discussion develop after taped conversations. It aids to follow instructions in Teacher's Manual for first discussions p.

Courtesies and Customs in Spanish-Speaking Countries

Suggestions for Evaluation

1. Ask oral or written questions or request an oral or written summary after students listen to:
   a. taped conversation
   b. taped reading or lecture
   c. class discussion
   d. lecture or paragraph read by teacher
   e. lecture or report of classmate

2. Students should ask relevant questions and make appropriate comments.

3. Students are given a paragraph or short selection to read. They then answer questions about:
   a. content
   b. structures
   c. idioms
   d. vocabulary
   e style

4. Given text and Spanish-English dictionary write on relevant topic. (Hablar y Escribir has good suggestions) These are graded on use of vocabulary and structures and on expression of ideas:
   Refer to Hispania March 1968 p. 126

5. Give planned talk which is graded on adequate use of structure, control of vocabulary, and reasonable fluency.

6. Mention courtesies in theatre, restaurant, stores, games, and on telephone.

7. Mention above courtesies in contrast to American.

8. Describe Día de la Raza, día de los difuntos, Navidad, and Semana santa.

9

10. Use class discussions as a basis for evaluation.

Spanish Department

Course Number 374460 Geography Affects Life

Description of Course:

A study of cultural and economic aspects of Spanish-speaking countries as related to geography and the people's efforts to overcome physical obstacles.

Administrative Requirements:

1) A maximum of 20 students
2) A tape recorder in the classroom
3) Access to a record player, film and filmstrip projector, language lab and other audio-visual aids
4) Sufficient number of texts
5) Appropriate recorded tapes for the teacher

Course recommended for any student who has successfully completed Intermediate Spanish F: A Visit to Spain

or

any student who demonstrates adequate performance of oral and written skills as stated in the objectives of Intermediate Spanish F: A Visit to Spain.

Geography Affects Life

Objectives of Course

The student is able:

1) to follow conversation, class discussion, or short lectue in Spanish

2) to contribute to class discussion

3) to read Spanish easily for comprehension

4) to prepare in and out of class a written summary or report in Spanish with access to needed materials

5) to discuss the effect of geography on life in Bolivia, Chile, Colombia, Ecuador, Mexico, and Uruguay

6) to discuss efforts to imporve conditions related to physical obstacles

7) to list differences in the life and culture of people of different countries as related to physical aspects of the country

Suggested Content

From Basic Text:
Leer, Hablar, y Escribir

Leer, Hablar, y Escribir
Ecuador, p. [illegible]; Venezuela, p. [illegible]
Mexico, p. [illegible]; Chile, p. [illegible]
Chile, USA, p. [illegible]; Idioma, p. [illegible]
Mexico, p. [illegible]; Uruguay, p. [illegible]
Progress, p. [illegible]

Geography Affects Life

Suggested Resources, Materials, Media, Methods, Activities

Resources:

Tapes for Leer, Hablar, y Escribir

Teacher's Manual for Leer, Hablar, y Escribir for Hablar y Leer

Hablar y Leer = Holt — Iberoamérica = Scribners

Hispanic World filmstrips films from audio-visual

1. Chile V1A,300
2. Colombia V1A,6
3. Bolivia = Land in the Sky F = V1A,48

Panorama = Holt

The D. C. Heath publication Spanish for Secondary Schools contains pictures and readings which make excellent supplement. These selections could be read for oral comprehension.

Pan American Union, Washington D. C. 20006 has a catalogue of publications which are useful.

Map of South America = Galería Hispánica = McGraw Hill

Methods, Activities

1. For the articles in Numero 3 "Agrupación ecutoriana..." and "Marcelo Cazar," a report on the Andes could be given. Mention can be made of Chimborazo, the highest mountain, and of the landslides which have occurred there.
2. Numero 6 can be supplemented as follows:
   a. From Galeria Hispanica "Los Dos Libertadores" and "Una Carta a Dios"
   b. Report on San Martín's march through the Andes
   c. Iberoamérica for history of San Martin.
3. Numero 7 "El Conflicto del Rio Lauco" should be introduced as follows:
   a. discussion of the geography of the two countries.
   b. report on the reasons Bolivia is landlocked.
      1. mention loss of ports Iquique and Arica.
      2. loss of copper mines and their importance to the economy.
      3. article in Level 4 of D. C. Heath on the nationalization of copper mines in Chile.
   c. Discussion of structure and accomplishments of O.E.A.
4. This discussion of O.E.A. leads to "Montevideo" in Numero 8. In addition in reading "Urge prohibir..." it is suggested that the student discuss:
   a. conditions necessary for the growing of coffee (tierra templada)
   b. importance of coffee in the economy of Colombia

Geography Affects Life

Suggestions for Evaluation

1. Ask oral or written questions or request an oral or written summary after students listen to:
   a. taped conversation
   b. taped reading or lecture
   c. class discussion
   d. lecture or paragraph read by teacher
   e. lecture or report of classmate

2. Students should ask relevant questions and make appropriate comments.

3. Students are given a paragraph or short selection to read. They then answer questions about:
   a. content
   b. structures
   c. idioms
   d. vocabulary
   e. style

4. Given text and Spanish-English dictionary write on relevant topic. (Hablar y Escribir has good suggestions) These are graded on use of vocabulary and structures and on expression of ideas:
   Refer to Hispania March 1968 p. 126

5. Mention economy as related to agriculture, occupation, diversions

6. Government regulations, Organización de Estados Americanos, economy, transportation, communication

7. Same as 5 plus personal experience

Spanish Department

Course Number 374470 Vistas de España: A Film Introduction to Spain

Description of Course:

Spain and her cultural heritage are presented as seen through the eye of the camera on location in Spain. Included are representative national monuments chosen throughout the provinces and historical regions of Spain. Topics are discussed in Spanish.

Administrative Requirements:

1) A maximum of 20 students
2) A tape recorder in the classroom
3) Daily availability of movie and filmstrip projectors
4) Classroom appropriately equipped for showing films
5) Appropriate films and tapes for the teacher
6) Daily classes recommended

Course recommended for any student who has successfully completed Intermediate Spanish F: A Visit to Spain

or

any student who demonstrates adequate performance of oral and written skills as stated in the objectives of Intermediate Spanish F: A Visit to Spain.

Vistas de España: A Film Introduction to Spain

Objectives of Course

The student is able:

1) to follow conversation, class discussion, or short lecture in Spanish

2) to contribute to class discussion

3) to give a short, planned talk in Spanish on a chosen topic

4) to locate the following provinces and historical places of Spain: the Castillas, León, Andalucía, the Alhambra, the aqueducto de Segovia, Toledo, La Mancha, Sevilla

5) to identify the following significant personalities: Cervantes, El Greco, Don Quijote, Lazarillo, Fray Luis de Leon, Unamuno.

6) to discuss the cultural heritage of Spain

7) to contrast central Spain and Andalucia

Suggested Content

From Basic Text:
Films and tapes of EBF
Emilio en España - as follows:
3 - 6, 9 - 14, 17 - 19, 22, 25 - 27

Vistas de España: A Film Introduction to Spain

Suggested Resources, Materials, Media, Methods, Activities

Resources:
Texts for Emilio en España - Filmstrips and cue cards for Emilio en Espana
Cumbres de la civilizacion espanola - Holt
Espana, síntesis de su civilizacion - Scribners
Filmstrips from Hispanic World - Holt
Teacher's Manual for Emilio en Espana

Methods, Activities

1. It is imperative that the teacher read the introduction to Emilio and the suggestions for use of material. A sample lesson plan is included, which must be modified to suit the needs of the class and the amount of time available on each lesson.
2. Taped grammatical exercises should be used discriminately, only for problem areas. These exercises are written in the book to facilitate your finding quickly those your students need. In some lessons it may not be necessary to use any of the taped drills.
3. Sixteen lessons concentrating on central and southern Spain have been selected for this course. This will allow three to four days for each lesson. The lessons and additional suggestions follow:

Area of Spain	Film	Lesson No.	Suggested Report - Discussion
Madrid	"Tejados de Madrid"	3	
	"Plaza de España"	4	a little about Cervantes
	"Escorial"	22	Spanish artists
Segovia	"Segovia"	5	the aqueduct
	"La Granja"	6	a comparsion with Versaille
Toledo	"Calles de Toledo"	9	El Greco
	"A orillas del Taja"	10	
La Mancha	"Campos Manchegos"	11	song-"The Impossible Dream" play-"Man of La Mancha"
	"Molinos de Viento"	12	Cervantes; excerpts from...Don Quixote...
	"Alcalá de Henares"	13	
Castilla Leon	"Campos de Castilla" "Salamanca"	17	excerpts from Lazarillo... Fray Luis de León; Unamuno
Andalucia			
Cardoba	"El Califato"	19	moorish
	"La Alhambra"	25	influences
	"El Generalife"	26	
Sevilla	"Barrio de Santa Cruz"	18	
	"Hasta Pronto"		

4. You may want to assign topics for the students to report on concerning particular lessons. Suggestions have been made above. For example, before starting the lesson on Escorial, you may want to assign several students reports on Spanish artists in order to give them additional background.
5. An additional aid may be a student self-test for comprehension of the film. An example for film #3 follows:

Vistas de España: A Film Introduction to Spain

Objectives of Course

Suggested Content

Vistas de España: A Film Introduction to Spain

Suggested Resources, Materials, Media, Methods, Activities, continued

	Write sí or no. 1st viewing	2nd viewing
1. El baño tiene bañera, ducha, lavabo, y jabón.	No	No
2. La Telefónica el edificio más alto de Madrid.	No	No
3. La Torre de Madrid es un rasacielos como en Nueva York.	Sí	Sí
4. Todos van a la azotea a ver Madrid a vista de pájaro.	Sí	Sí

After the first viewing of the film, distribute mimeographed self-tests. As you rewind the film, let the students answer in the first column. Reshow film. Have students answer again in the second column. Then quickly give the answers while student checks his own paper. Thus he can readily evaluate his comprehension

Vistas de España: A Film Introduction to Spain

Suggestions for Evaluation

1. Ask oral or written questions or request an oral or written summary after students listen to:
   a. taped conversation
   b. taped reading or lecture
   c. class discussion
   d. lecture or paragraph read by teacher
   e. lecture or report of classmate

2. Students should ask relevant questions and make appropriate comments.

3. Give planned talk which is graded on adequate use of structure, control of vocabulary, and reasonable fluency.

4. Locate places listed on a map or fill-in blank such as: La provincia que tiene la mayor influencia morisca es _____. Or appropriate.

5. Fill-ins, matching, or short-answer quiz.

6. Should mention Moors, Romans and Catholics.

7. Mention dances, dress, festivals, geography, and ancestors.

Spanish Department

Course Number 374480 Spanish and Mexican Art

Description of Course:

A study in Spanish of the major movements in art and architecture with emphasis on the Spanish and Mexican painters and their contributions.

Administrative Requirements:

1) A maximum of 20 students
2) Daily availability of opaque, slide, and filmstrip projectors
3) Classroom appropriately equipped for showing slides and filmstrips
4) Appropriate slides, filmstrips, and other audio-visual aids for the teacher
5) Appropriate reference materials for the students

Course recommended for any student who has successfully completed Intermediate Spanish F: A Visit to Spain

or

any student who demonstrates adequate performance of oral and written skills as stated in the objectives of Intermediate Spanish F: A Visit to Spain.

Spanish and Mexican Art

Objectives of Course

The student is able:

1) to follow conversation, class discussion, or short lecture in the language

2) to contribute to class discussion

3) to prepare in and out of class a written summary or report, with access to needed materials

4) to identify the following major movements in art: prehistoric, Roman, Medieval, Renaissance, Pre-impressionistic, Cubism, Modern

5) to identify the major movements in architecture: Greek, Romanesque, Medieval, (Gothic) Renaissance, Modern

6) to identify some of the techniques involved in painting

7) to discuss the influences of society on painting and architecture

8) to identify the following painters: El Greco, Velázquez, Goya, Picasso, Rivera and Orozco, a few of their works, and the periods to which they belong

9) to identify paintings and architecture of the periods studied

Suggested Content

From Basic Text:
Mallo, España: síntesis de su civilización - Scribner

Spanish and Mexican Art

Suggested Resources, Materials, Media, Methods, Activities

Resources:

Cumbres de la civilización española. Holt - used for chapters on Greco, Velazquez, Goya and Picasso

State Department of Education films:

1. Art in the Western World - color catalogue #8737, 3 reels (Used for Medieval)
2. Spain in the New World: Colonial Life in Mexico - color, catalogue #8811, 2 reels used with Chapter XVI
3. Spanish influence on U. S. - catalogue #2100 used with Chapter XVI
4. Vislumbres de Madrid y Toledo - used for Velázquez and Greco
5. Goya, Life of - 2 reels, catalogue #4658 (use for Chapter XXIII)
6. Visit to Picasso (Spanish Language), catalogue #4534, 2 reels (Use for chapter XXVIII)

Official Guide to works of Diego Rivera - Sinalomex Editorial, 3131 Sur 67-A, Viaducto Piedad, Mexico City, D. F. Mexico

Slides purchased in museums

Iberoamérica - Scribners

Leer, Hablar, y Escribir - Holt, used for Velázquez, Arte en el Mundo Actual.

Pan American Union, Washington, D. C. 2006 - publishers of pamphlets on Art in South America

Spain, A History in Art

Methods, Activities

1. The following twelve Chapters should be studied: I-IV, VI, XI (in part), XIII (in part), XIV, XVI, XIX, XX, XXIII, XXVIII, XXIX
2. Conversation is developed through the use of the questions at the end of the chapters in España: Síntesis de su civilización
3. Topics are also provided at chapters' end for writing compositions. These can be used for conversation also.

Spanish and Mexican Art

Suggestions for Evaluation

1. Ask oral or written questions or request an oral or written summary after students listen to:
   a. taped conversation
   b. taped reading or lecture
   c. class discussion
   d. lecture or paragraph read by teacher
   e. lecture or report of classmate

2. Students should ask relevant questions and make appropriate comments.

3. Students are given a paragraph or short selection to read. They then answer questions about content, structures, idioms, vocabulary, style.

4. Matching fill-in, or short answer tests

5. Same as above

6. Mention color focus, chiarroscuro, texture

7. Prehistory - life and materials
   Greeks - religion, mathematics, love of beauty
   Romans - government (utilitarian) religion, social classes
   Middle ages - religion, feudalisms, invasions
   Renaissance - Roman & Greek government, learning
   Pre-Impressionism - government, religion
   20th Century - transportation, industrialization

8.

Artist	Work
Greco	"El Entierro de Conde de Orgaz"- Renaissance
Velázquez	"Las Meninas" - Renaissance
Goya	"La Maja Vestida"- Pre-impressionism
Picasso	"Guernica" - 20th century
Rivera	murals - 20th century
Orozco	murals - 20th century

9. Show pictures and have student identify periods.

Spanish Department

Course Number 374490 Personality in the Hispanic World

Description of Course:

A study of the humor, passions in love, death, and ownership which are common in Spanish-speaking people.

Administrative Requirements:

1) A maximum of 20 students
2) A tape recorder in the classroom
3) access to a record player, film and filmstrip projector, language lab and other audio-visual aids
4) sufficient number of texts
5) Appropriate recorded tapes for the teacher

Course recommended for any student who has successfully completed Intermediate Spanish F: A Visit to Spain

or

any student who demonstrates adequate performance of oral and written skills as stated in the objectives of Intermediate Spanish F: A Visit to Spain.

Personality in the Hispanic World

Objectives of Course	Suggested Content
The student is able:	From Basic Text: Galería Hispánica - McGraw - Hill
1) to follow conversation, class discussion, or short lecture in Spanish	Selections: Humor - Cuadro 1 Pride - Cuadro 12
2) to contribute to class discussion	Cuadro 3 - only "El Alcázar no se rinde"
3) to read Spanish easily for comprehension	Love - Cuadro 6 Cuadro 11 Cuadro 9 "Tres Besos"
4) to write in and out of class a written summary or report with access to needed materials	Death - Cuadro 15 Cuadro 14 "Una Esperanza"
5) to give a short, planned talk in Spanish on a chosen topic	
6) to discuss the types of humor used in Hispanic writings	
7) to compare Hispanic humor with American humor	
8) to discuss the pride of Spanish-speaking people	
9) to describe the passion which the Spanish-speaking person has for love	
10) to discuss the Spanish-speaking person's view of death	

Personality in the Hispanic World

Suggested Resources, Materials, Media, Methods, Activities

Resources:
Teacher's copy of Galería Hispánica
Tapes for Galería Hispánica
Blank tapes to record student performances
3 - 5 Spanish-English dictionaries
Generation of '98 Patt and Noziak is used to supplement humor "Greguerías" and to supplement Love - Carmen Laforet's short stories.
Santa Biblia for rites of death

Methods, Activities
1. Read teacher's guide for treatment of each portion of the Cuadro.
2. The estructura is listed in contents and reaffirmed at back of book. These drills may be used at the discretion of the teacher.
3. Ejercicios creativos provide excellent topics for class discussions.
4. Conversations based upon stories can be planned by 3 or 4 students. (Teacher should refer to Leer, Hablar y Escribir for conversation patterns.)
5. Students enjoy acting out the following stories: "Los Tres Cuervos," "El Alcázar no se rinde," "El Sombrero de Tres Picos," and "Tránsito."
6. Skits can be presented up-dating some of the stories.
7. Tapes are useful for pronunciation and intonation or for aural comprehension tests.
8. Concentrated pronunciation practice is provided by listening to one paragraph on tape and attempting to mimic elision and intonation.

Personality in the Hispanic World

Suggestions for Evaluation

1. Ask oral or written questions or request an oral or written summary after students listen to:
   a. taped conversation
   b. taped reading or lecture
   c. class discussion
   d. lecture or paragraph read by teacher
   e. lecture or report of classmate

2. Students should ask relevant questions and make appropriate comments.

3. Students are given a paragraph or short selection to read. They then answer questions about:
   a. content
   b. structures
   c. idioms
   d. vocabulary
   e. style

4. Given text and Spanish-English dictionary write on relevant topic. (Ejercicios Creativos has good suggestions) These are graded on use of vocabulary and structures and on expression of ideas:
   Refer to Hispania, March 1968, p. 126

5. Give planned talk which is graded on adequate use of structure, control of vocabulary, and reasonable fluency.

6. Mention irony exaggeration

7. Relate stories from American literature which exhibit irony and exaggeration.

8

9.

10. Mention Catholic rites and beliefs.

Spanish Department

Course Number 374510

People and Professions of the Spanish-Speaking World

Description of Course:

A discussion of the types of people who compose the Spanish-speaking world. A concentration on those professions which are common.

Administrative Requirements:

1) A maximum of 20 students
2) A tape recorder in the classroom
3) Access to a record player, film and filmstrip projector and other audio-visual aids
4) Sufficient number of texts
5) Appropriate recorded tapes for the teacher

Course recommended for any student who has successfully completed Intermediate Spanish F: A Visit to Spain

or

any student who demonstrates adequate performance of oral and written skills as stated in the objectives of Intermediate Spanish F: A Visit to Spain.

People and Professions of the Spanish-Speaking World

Objectives of Course	Suggested Content
The student is able:	From Basic Text: Galería Hispánica, McGraw - Hill
1) to follow conversation, class discussion, or short lectures in Spanish	Use the following:
2) to contribute to class discussion	Professions Cuadro 2 Cuadro 9 - "En el fondo del caño..."
3) to read Spanish easily for comprehension	
4) to prepare in and out of class a written summary or report in Spanish with access to needed materials	Indians Cuadro 7 Cuadro 14 "Pancho Villa"
5) to give a short, planed talk on a chosen topic in Spanish	Military Cuadro 3 Cuadro 8
6) to describe the following as found in the Spanish-speaking world: Matador, rastreador, payador, conquistador, indio	Superstition Cuadro 4 Cuadro 5
7) to list reasons for the existence of (rastreador, payador, matador, los pobres)	
8) to describe influence of Indians on the culture of South America	
9) to discuss the influence of the military on the life in Spanish-speaking countries	
10) to list certain superstitions of Spanish-speaking people	
11) to describe influences of superstitions on life	

People and Professions of the Spanish-Speaking World

Suggested Resources, Materials, Media, Methods, Activties

Resources:
Tapes for Galería Hispánica
Teacher's edition of Galería Hispánica
Tape of "Death of Manolete"
Record Music of the Bullring
Realia of Corrida
Iberoamérica - Scribners
Imaginación y Fantasía
Song - "La Cucaracha"
The movies "Viva Zapata" and "Memories of Pancho Villa" appear on television or can be rented to show in class.
Pan American Union, Washington D. C. 2006 - Publishes pamphlets on the heroes.
Maps of Mexico, Central and South America

Methods, Activities
1. Read teacher's guide for treatment of each portion of the Cuadro.
2. The estructura is listed in contents and reaffirmed at back of book. These drills may be used at the discretion of the teacher.
3. Ejercicios creativos provide excellent topics for class discussions.
4. Conversations based upon stories can be planned by 3 or 4 students. (Teacher should refer to Leer, Hablar y Escribir for conversation patterns.)
5. A study can be made of the revolutions in Mexico and South America.
6. Students enjoy acting out the following stories: "Los Tres Cuervos," "El Alcazar no se rinde," "El Sombrero de Tres Picos,: and "Tránsito."
6. Skits can be presented up-dating some of the stories.
7. Tapes are useful for pronunciation and intonation or for aural comprehension tests.
8. Concentrated pronunciation practice is provided by listening to one paragraph on tape and attempting to mimic elision and intonation.

People and Professions of the Spanish-Speaking World

Suggestions for Evaluation

1. Ask oral or written questions or request an oral or written summary after students listen to:
   a. taped conversation
   b. taped reading or lecture
   c. class discussion
   d. lecture or paragraph read by teacher
   e. lecture or report of classmate

2. Students should ask relevant questions and maked apprpriate comments.

3. Students are given a paragraph or short selection to read. They then answer questions about:
   a. content
   b. structures
   c. idioms
   d. vocabulary
   e. style

4. Given text and Spanish-English dictionary wrote on relevant topic. (Ejercicios Creativos has good suggestions) These are graded on use of vocabulary and structure and on expression of ideas:
   Refer to Hispania, March 1968, p. 126

5. Give planned talk which is graded on adequate use of structure, control of vocabulary, and reasonable fluency.

6. Matching or short answers

7. Mention economy and geography of country, communication

8. Mention economy, ancestry

9.

10. Mention beliefs such as: existences of devil in a person, witches, numbers, birds

APPENDIX

Professional Organizations for Foreign Language Teachers

AATSP - American Association for Teachers of Spanish and Portuguese (National and State); quarterly publication; Hispania

ACTFL - American Council on the Teaching of Foreign Languages; quarterly publication: Foreign Language Annals

FLAG - Foreign Language Association of Georgia

MALTA - Metropolitan Atlanta Language Teachers' Association

MLA - Modern Language Association; monthly publication: PMLA

SAMLA - South Atlantic Modern Language Association publication: SAMLA Journal

State Aids for Foreign Language Teachers

State Publication - Foreign Language Beacon, published by Georgia State University

State Foreign Language Consultants - Miss King Trousdale
Mrs. Caro H. Feagin
State Department of Education
State Offices
156 Trinity Avenue
Atlanta, Georgia 30334
(Phone: 656-2577)

State FLES Spanish Series - "Viva Nuestra Amistad"

Contacts: Sra Yvonne Wright
Mrs. Joyce Goldberg
ETV Production Center
1540 Stewart Avenue
Atlanta, Georgia Phone: 758-8701

LETTER SUPPLIES A-L BACKGROUND

Foreign language departments utilizing audio-lingual materials and methodology can avoid much confusion and ill-advised criticism by sending an introductory letter to parents of first-year pupils during the opening weeks of school.

Offered here is a sample of the type of letter, which may be sent home with the student. It may be modified as desired.

_____ (Language) Department
School Address
Date

Dear Parent:

We are delighted to welcome your youngster to the study of one of the most exciting courses in our curriculum. The foreign language program at _____ High School is much improved over what you and I were able to study back when we were in school. We read, conjugated, and translated. Your youngster will have the opportunity to accomplish much more than that.

Today's _____ (language) program is made to meet today's needs. _____ High School is proud to be among those forward looking schools in Georgia which have changed to the new state-recommended foreign language curriculum. We have adopted audio-lingual materials and teaching techniques. Our objectives are to develop these language skills in this order: understanding, speaking, reading and writing.

During the first year we shall spend well over half of our class time developing the first two skills. The purpose is to establish the new sound system. Our students must learn to pronounce the words and phrases in the second language, not to say them with English sounds. To accomplish this goal, much practice with careful listening and repetition will be necessary. Encourage your youngster to give his full attention and effort to this drill work because outside of class he probably will not have much opportunity to hear good _____ (language).

Your youngster will actually come home speaking _____(language). He should be able to greet you and make a few comments in well-pronounced _____ (language) even during the first week. However, don't ask him "What's the word for fork?" or "How do you say 'I like steak'". He can't say what we have not studied; he can't pull _____ (language) out of the air. He can't learn everything at once, and would become frustrated if he could not say what you wanted. Do let him use the phrases he has learned. Be enthusiastic and interested. This practice speaking at home can help solidify the learning.

For the first several weeks we shall not give homework from the text. We do not want the students to see _____ (language) until the new sound system is set. If they try to read too early, it would sound like _____ ("Spenglish" or Frenglish," etc.) Thus homework during this period will take other forms.

LETTER SUPPLIES A-L BACKGROUND (Continued)

After about a month your youngster should indeed bring his _____ (language) book home each night. He will need to practice saying aloud his assignment; also he will read the material and learn to write it. He should spend at least 30 minutes on his lesson each night: a 15-minute period in the afternoon or early evening and another 15-minute period later or in the morning before school. Mastering a foreign language takes daily study.

In class the students will be graded on their oral work everyday and will have numerous short quizzes plus regular unit tests. Thus home study will make a big difference. It is essential to keep up. If one gets behind, he must then work twice as hard to catch up. Absences will hurt. The student will have to double his efforts, practice after school in the electronic classroom, and check with the teacher on any difficulties.

By the way, our electronic classroom is a great asset in the study of _____ (language). Your youngster can hear native speakers on the audio tapes and use them for a model. Thus the chances are that _____ (language) will be a course in success.

We hope that your youngster will enjoy our program and will continue his study throughout high school. Four years of _____ (language) will be necessary to develop proficiency in the language. It is certainly better to have four years of only one modern language than two years each of two different modern languages. We spent quite a number of years learning English; real bilingualism will take time. However, your youngster's knowledge of a foreign language will open up to him many vocational opportunities, as well as an understanding of people of another culture. Let's make this a fine beginning.

_____
Teacher's Signature

_____
Principal's Signature

Return this signed to the teacher, please.

I have read your letter, and understand the aims, and shall encourage _____(name of student) to prepare his assignments each day.

Further comments: _____

_____

_____

_____
Parent's Signature

List of Resources and Materials

I. Books

A. Entender Y Hablar (1961, 1968)
Holt, Rinehart and Winston

B. Learning Spanish the Modern Way (1963, 19)
McGraw-Hill Company, Inc.

C. ALM Level One (Level Two)
Harcourt, Brace and World

D. La Familia Fernández
Encyclopaedia Britanica (Film and Text)
All the films will enrich the Holt dialogs at various points. Narrations supply good reading for beginners.

E. Español al Día, Book I
D. C. Heath Co.
A good reference book for cultural materials (in English) and pictures.

F. Primera Vista
Allyn and Bacon
Traditional text but contains cultural articles in Spanish.

G. Workbook in Spanish, Nassi, Robert J. (1st year)
Amsco School Publications
315 Hudson Street
New York, N. Y. 10013
A help to teachers - Cultural outlines will suggest assignments that the students may do in the early stages.

H. Modern Spanish, A Project of the Modern Language Association
Harcourt, Brace and World (1960, 19)
A very good source book for teachers

I. Successful Devices in Teaching Spanish, by Charles F. Kirk, Phd.
J. Weston Walch, Publisher
Portland, Maine 04104

J. Handbook of Foreign Language Occupations ($1.75)
Regents Publishing Co.
200 Park Ave. South
New York, N. Y. 10003

K. Oral Drills in Spanish. O'Connor and Haden
Houghton-Mifflin

L. Iberia. James Michener
(Excellent excerpt from Saturday Evening Post, 1968)

M. Santa Biblia

N. Español - Contemporary Spanish. Robert Lado, Edward Clewitt
McGraw-Hill Book Company

O. Foreign Language Learning. Robert L. Politzer
Prentice-Hall, Inc. Englewood Clifts, N. J.

P. The Sounds of English and Spanish . Robert P. Stockwell,
J. Donald Bowen
The University of Chicago Press

II. Magazines and Newspapers

A. Current Biography - A weekly publication (in school library)

B. Holiday

C. National Geographic

D. Newsweek

E. Blanco Y Negro - (Excellent) Prensa Española, S.A.
Serrano 61, Madrid, $7.50 year

F. Time

G. El Sol

H. Hoy Día, Scholastic Publications

I. ¿Qué Tal? (Elementary)

J. España Semanal - Spanish Embassy (Washington, D.C.)

K. Life (in Spanish)

L. Selecciones (Reader's Digest)

M. Hablemos - 551 Fifth Ave., New York, N.Y. 10017

N. Comic Books - Dr. V. C. Hammonds, 211 S. Main St., McAllen, Texas

O. Modern Language Association - 6 Washington Square North, New York

P. Hispania (for Teachers) - AATSP Publication

Q. Foreign Language Annals

R. MLA Selective List of Materials - Washington

S. La Luz - National Textbook Corporation, 4761 W. Touhy Ave., Lincolnwood, Ill. 60646

T. Foreign Language Review - (teachers and students)
200 Park Ave., South
New York, N. Y. 10003

U. Quinto Lingo

III. Pamphlets

A. A Career in Foreign Language Teaching:
Guidesheet for high school and college students interested in teaching foreign languages in elementary and secondary schools - available from:
Department of Foreign Languages, NEA
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

B. Foreign Languages and Your Career (0-799-208)
Explores career possibilities with foreign language. This and related pamphlets available from the Superintendent of Documents, Washington, D.C. 20402, or regional office Bureau of Labor Statistics, U.S. Department of Labor, 1371 Peachtree St., N.E. Atlanta, Ga. 30309

C. Publications about the American Republics - available from:
Pan American Union,
Washington, D. C. 20006

IV. Realia

A. Gessler's Publishing Co.
131 East 23rd St.
New York, N. Y. 10010

B. Illustrated Aids
P. O. Box 16534
Portland, Oregon 97216

C. Pan American Union - Sales and Promotion Division
Washington, D. C. 20006

D. Spanish Tourist Office
Miami, Florida

E. (Pen Pals) - See Hispania, El Camiono Real, Portland, Maine 04104

F. J. Weston Walch Publisher

Some recent books on Foreign Languages in the Professional Library, Atlanta Public Schools, Instructional Services Center, 2930 Forrest Hill Dr., S.W.

Atlanta teachers may request books by telephone (761-5411, ext. 331) to be sent and returned by school mail.

Secondary Foreign Language Teachers:

407.1173 American Council on Education Resources for Language and Area Studies.

407 Brooks. Language and Language Learning--second edition

407 Childers. Foreign Language Techniques.

407 College Entrance Examination Board, Colloquiem on Curricular Change. Curricular Changes in the Foreign Languages.

407 Grebanier. Audio Lingual Techniques for Foreign Language Teaching.

372.65 Indiana Bulletin. Foreign Language in the Elementary School.

372.65 NEA. Modern Foreign Languages and the Academically Talented.

407 New York City. Modern Languages and Latin - Grades 8 - 11.

460.7 New York City Foreign Language Revision Program for Secondary Schools

French (I, II)

French Level III

French Level IV

Spanish (I, II)

Spanish Level III

Spanish Level IV

407 Parker. The National Interest and Foreign Languages.

Back issues of periodicals may be checked out for one week. These will also be sent automatically on request.

Foreign Language Annals	From March, 1968
French Review	December, 1962
Hispania	March, 1964
Language Arts News	Spring, 1960
Language Learning	May, 1962
Modern Language Journal	January, 194-

407 Southern Language Conference (Chatagnier, et.al.) Dimension: Languages '65.

407 Childers. Foreign Language Teaching.

460.7 Politzer. Teaching Spanish

480.7 Cambridge University Press. The Teaching of The Classics.

465 Stockwell. The Grammatical Structures of English and Spanish.

F.L.E.S. Teachers:

327.65 Bumpass. Teaching Young Students English as a Foreign Language.

372.65 Bumpass. Teaching Young Students English as a Foreign Language.

407 Erikson, Forest and Mulhauser. Foreign Languages in the Elementary School.

372.65 Dunkel and Pillet. French in the Elementary School.

407 Finocchiaro. Teaching Children Foreign Languages.

377.65 Harter and Allen. A First Spanish Handbook for Teachers in Elementary Schools.

377.65 Harter and Allen. A Second Spanish Handbook for Teachers in Elementary Schools.

372.65 Indiana Bulletin. Foreign Language in the Elementary School.

377.65 Kesee. Modern Foreign Languages in the Elementary School.

372.65 New York City Board of Education. French in the Elementary Schools - Spanish in the Elementary Schools.

372.65 Indiana Dept. of Public Instruction. Foreign Language in Elementary Schools.

Language Testing and Use of Laboratory:

407.2 Hocking. Language Laboratories and Language Learning.

407 Stack. The Language Laboratory and Modern Language Teaching.

407.6 Lado. Language Testing.

Parents and Counselors:

407 Huebener. Why Johnny Should Learn Foreign Language.

407 Hughes. Learning a New Language.

372.65 U.S. Office of Education. Modern Foreign Languages and Your Child.

407 Remer. A Handbook for Guiding Students in Modern Foreign Languages.

NOVELS AND SHORT STORIES
FOR SUPPLEMENTARY READING IN SPANISH CLASSES

Rating number indicates level of difficulty (6 = most difficult)

Author and Editor	Rating Number	Title and Publisher
Neville	2	El Baile, Comedia En Tres Actos. Heath, '62
Neville	2	Dos Obras Del Humorista Edgar. Dryden, '52
Palacio Valdes	2	Marta Y María, Odyssey, '61
Sanchez - Silva	2	Marcelino Pan Y Vino, Oxford, '61
López Rubio	2 1/2	Un Trono Para Cristy, Dodd-Mead '60
Rojas	2 1/2	La Cuidad de los Cesares, ACC, '51
Villa Frenádez	2 1/2	Respectable Publico!, Holt, '54
Salas	2 1/2	Sal Y Pinienta: Cuentos, Coplas, Refranes. Dryden, '57
Buero Vallejo	3	En la Ardiente Oscuridad, Scribners, '54
Buero Vallejo	3	Historia de Una Escalera, Scribners, '55
Casona	3	La Barca Sin Pescador, Oxford, '55
Casona	3	Corna de Amor Y Muerte, Oxford, '60
Casona	3	La Dama Del Alba, Scribners, '47
García	3	La Zapatera Prodigiosa, Norton, '52
López Luna	3	El Guacho Smith, Heath, '52
López Rubio	3	La Otra Orilla, ACC, '58
Martinez Sierra	3	Sueño de Una Noche de Agosto, Norton, '52
Milla	3	Aventuras en Centro América, Houghton, '51
Moock Bouquet	3	Rigoberto, Heath, '54
Nalé Roxlo	3	La Cola De La Sirena, ACC, '57
Usigli	3	Corona de Sombra, ACC, '61
Usigli	3	El Gesticulador, ACC, '63
Clarin	3	Cuentos de Clarin, Houghton, '54
Sacks	3	Cuentos de Hoy y De Ayer, Ronald, '56
Osborne	3	Cuentos Del Mundo Hispanico, American, '57
Maurino and Fucilla	3	Cuentos Hispano Americanos de Ayer y De Hoy, Scribners, '56
Lamb	3	Cuentos Misteriosos, Ronald, '63
Rogers	3	Florilegio De Cuentos Espanoles, Macmillan, '61
Rodríquez	3	The Spirit of Spanish America, ACC, '57
Schade	3	Trece Relators Hispanicos, Odyssey, '59
Casona	3 1/2	Los Arboles Mueren De Pie, Holt, '53
Goytortúa-Santos	3 1/2	Lluvia Roja, ACC, '49

Alarcon	4	El Sombrero De Tres Picos, Holt, '60
Anderson-Imbert	4	Fuga, Macmillan, '65
Calvo-Sotelo	4	La Muralla, ACC, '62
Casona	4	Nuestra Natacha, ACC, '47
Dauster	4	Teatro Hispanoamericano, Tres Piezas, Harcourt, '65
Denevi	4	Rosaura A Las Diez, Scribners, '65
Esquenazi Mayo	4	Memorias De Un Estudiante Soldado, Norton, '54
Fernadez de Lizardi	4	El Periquillo Sariento, ACC, '52
Goytortúa- Santos	4	Pensativa
Laforet	4	NADA, Oxford, '58
Mihura	4	Carlota, Odyssey, '63
Ruiz Iriarte	4	Juego De Ninos, Prentice-Hall, '65
Sabato	4	El Tunel, Macmillan, '65
Unamuno	4	Dos Novelas Cortas, Ginn, '61
Usigli	4	El Nino Y La Niebla
Edberg	4	Cuandros Guatemaltecos, Macmillan, '65
Batchelor	4	Cuentos De Aga Y De Alla, Houghton, '53
Vasquez	4	Cuentos De La América Española, McKay, '52
Brent	4	Cuentos Españoles, Holt, '50
Tatum	4	Cuentos Recientes De España, Scribners, '60
Brady	4	Cuentos Y Comedias De España, Houghton, '52
Rojas	4	De Cela A Castillo-Navarro, Prentice-Hall, '65
Anderson-Imbert	4	Los Duendes Deterministas Y Otros Cuentos, Prentice-Hall, '65
Castillo, Leal and Barr	4	Graded Spanish Readers, Alternates VI-X, Heath, '61
Yates and Dalbor	4	Imaginación Y Fantasia; Cuentos de Las Américas, Holt, '60
Cardona	4	Novelistas Españoles De Hoy, Norton, '59
Irving	4	Piasajes Del Sur, Ronald, '54
Leeber	4	Perfiles Literarios, Holt, '63
Grismer	4	Personajes Del Mundo Hispanico, Ronald, '61
Ashburn	4	Selected Spanish Short Stories of the 19th and 20th Centuries, Crowell, '57
Durán and Alvarez	4	Voces Españolas de Hoy, Harcourt, '65
Fernandez-Flores	4	Yo Y El Ladrón Y Otros Cuentos, Oxford, '57
Gálvez	4 1/2	Las Dos Vidas Del Pobre Napoleon, Scribners

Martinez Azana	4 1/2	La Forja De Los Sueños, Houghton, '63
Sender	4 1/2	Crónica Del Alba, ACC, '46
Alpern	5	Teatro Hispanoamericano, Odyssey, '56 Sanchez: Los derechos de la salud Eichelbaum: Divorcio nupcial Alsina: La marca del fuego Mooch: La serpiente
Blasco-Ibanez	5	La Barraca, Holt, '60
Cela	5	La Familia De Pascual Duarte, ACC, '61
García	5	Mariana Pienda, Heath, '60
Sender	5	Jubileo En Zocalo, ACC, '64
Sender	5	Mosen Millan, Heath, '64
Vasconcelos	5	Ulises Criollo, Heath, '60
Denevi	5	Ceremonia Secreta Y Otros
	5	Cuentos, Macmillan, '65
Shoemaker	5	Cuentos De La Joven Generacion, Holt, '59
Turk	5	Cuentos Y Comedias De América, Houghton, '50
Marquerie	5	Novelas Para Leer En Un Viaje, Scribner, '63
Algeria	6	El Mundo Es Ancho Y Ajeno, ACC, '45
Azorín	6	Dos Comedias De Azorín Comedia del arte Old Spain
Azuela	6	Los De Abjo, ACC, '65
Beltran Núñez	6	Raíz India, Odyssey, '61
Buero Vallejo	6	Las Meninas, Scribners, '63
Delibes	6	El Camino, Holt, '60
Gallegos	6	Doña Barbara, ACC, '42
Loveira y Chirino	6	Generales Y Doctores, Oxford, '65
Pérez Galdós	6	El Amigo Manso, Oxford, '63
Arratia	6	Diez Cuentos Hispanoamericanos, Oxford, '58
Alegria	6	Novelistas Contemporaneos Hispanoamericanos, Heath, '64
Anderson-Imbert	6	Veinte Cuentos Españoles Del Siglo XX, ACC, '61

Foreign Language Films

Refer to State and City catalogs, Foreign Language and Geography Sections

1. "Why Study Foreign Languages," by Frank Grittner
   Slides and tape, available in Atlanta Audiovisual Department

2. Cuba and the Carribean - P-972.9
   53 frame filmstrip

3. The Big Three of Latin America P-980
   56 frame Filmstrip (Argentina, Brazil, Chile)

4. New Currents for Latin America P-980.03
   56 frame filmstrip (politics)

LA Neighbors

5. South America 918
   20 min. sound color '62

6. Brazil 918.1B
   20 min. sound color '61

7. Argentina 918.2
   16 min. sound color '61

8. Chile 9183GC
   15 min. sound color '61

9. Peru 918.5
   17 min. sound color '61

10. Colombia 918.6
    18 min. sound color '61

11. Venezuela 918.7
    16 min. sound color '61

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12. Bolivia - Land in the Sky P-918.4B
    39 frame filmstrip - color '57

13. The Amazon - Life along the river in Peru 918.5A
    17 min. sound color '61

14. Life in Peru P-918.5L
    37 frame color filmstrip '57

16. Peru - Land of the Incas P-918.5PL
39 frame color strip '57

17. Colombia - Peoples and Occupations P-918.61CP
35 frame color '57 (econ.)

18. Colombia - Gateway to S. Am. P-019.61CG
34 frame color '57 (geog.)

19. Cities of Colombia P.918.61C
38 frame color '57 (hist.)

20. Ecuador - Land of the equator P.918.66EL
37 frame color '57

21. Venezuela - Land of Progress P.918.7L
37 frame color '57 (geog.)

22. Venezuela - Cradle of Liberty P.918.7C
33 frame color '57 (econ.)

23. Spain: Introductory Kit K-914.6
79 frame color strip, record, study guide '60

24. Throw that Bull 467.972
9 min. sound bullfighting '53 TT

25. The Spanish-Speaking World 460.S
11 sound (hist.) '41

26. Spanish: Introducing the Language 460.4224
11 sound '62

Community Resources

1. Madrid 1800 - Broadview Plaza (store - realia)
2. El Mexicano - Peachtree Street (restaurant)
3. El Palacio de Mexico - Ponce de Leon Ave. (restaurant)
4. Rinconcito Latino - Piedmont (store - Comestibles)
5. World Bazaar - Lenox Square (store - realia)
6. Roxy's Delicatessen
7. Immaculate Conception Church - Spanish Services
8. First Baptist Church - Spanish services
9. Six Flags - Spanish restaurant
10. Artimes - 6th Street (store - comestibles)